

Volume XXI

MAY 1931

Number 3

The
Chicago Theological Seminary
REGISTER



CATALOGUE NUMBER

With Announcements for the Sessions of
1931-1932



IN THREE PARTS. PART I

The
Chicago Theological Seminary
REGISTER

Volume XXI

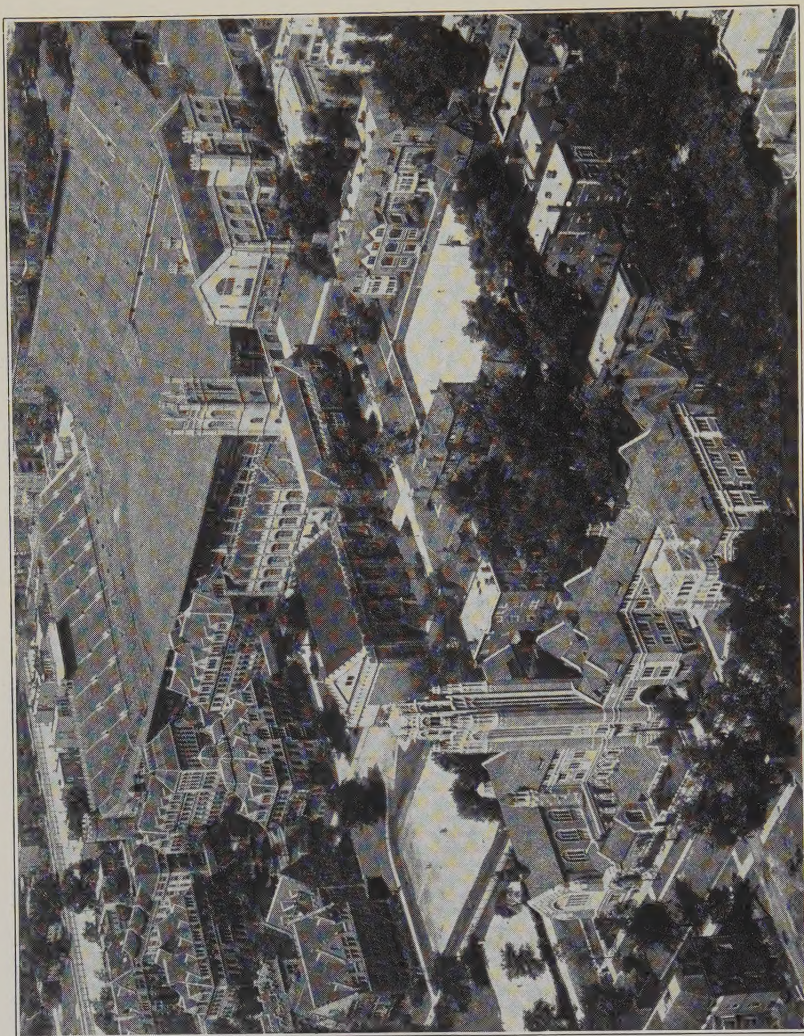
May 1931

Number 3

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*In the foreground the main building of the Chicago Theological Seminary
In the background a few of the buildings of the University of Chicago*

Several new ones have been added recently

The
Chicago Theological Seminary
REGISTER

CATALOGUE NUMBER

SEVENTY-THIRD ACADEMIC YEAR

1930-1931

ANNOUNCEMENTS FOR THE SESSIONS OF

1931-1932



ALBERT W. PALMER, D.D., LL. D., *President*
5757 UNIVERSITY AVENUE
CHICAGO

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Calendar

1931

June 7	Sunday	Baccalaureate Service
June 9	Tuesday	Commencement
June 15	Monday	Spring Quarter Examinations begin
June 17	Wednesday	Spring Quarter ends
June 22	Monday	SUMMER QUARTER BEGINS
July 4	Saturday	Independence Day: a holiday
July 24	Friday	{ Examinations for the First Term First Term of Summer Quarter ends
July 27	Monday	
Aug. 28	Friday	{ Second Term of Summer Quarter begins Examinations for the Second Term Summer Quarter ends
Oct. 1	Thursday	
Nov. 26	Thursday	AUTUMN QUARTER BEGINS
Dec. 21	Monday	Thanksgiving Day: a holiday
Dec. 23	Wednesday	Autumn Quarter Examinations begin
		Autumn Quarter ends

1932

Jan. 4	Monday	WINTER QUARTER BEGINS
Feb. 12	Friday	Lincoln's Birthday: a holiday
Feb. 22	Monday	Washington's Birthday: a holiday
Mar. 16	Wednesday	Winter Quarter Examinations begin
Mar. 18	Friday	Winter Quarter ends
Mar. 28	Monday	SPRING QUARTER BEGINS
May 30	Monday	Memorial Day: a holiday
June 7	Tuesday	Commencement
June 13	Monday	Spring Quarter Examinations begin
June 15	Wednesday	Spring Quarter ends

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†OZORA STEARNS DAVIS, PH.D., D.D., LL.D., President Emeritus, Professor of Practical Theology.

†FRANK GIBSON WARD, A.M., PH.D., D.D., Dean and Director of Studies, Professor of Religious Education.

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ANDREW L. DRUMMOND, PH.D., Edinburgh, Scotland (Summer, 1931).

RICHARD H. EDWARDS, A.M., Executive Director of National Council on Religion in Higher Education and of Cornell United Religious Work (Summer, 1931).

ELWOOD E. GASKILL, Assistant in Music (Summer, 1931).

W. HUBERT GREAVES, A.M., Professor of Public Speaking, Yale University (Summer, 1931).

CLIFFORD G. MANSHARDT, PH.D., Director, Nagpada Neighborhood House, Bombay, India (Winter, 1932).

WILLIAM WALKER ROCKWELL, PH.D., L.H.D., Librarian, Union Theological Seminary (Summer, 1931).

H. G. WOOD, M.A., Director of Studies, Woodbrooke Hall and Professor of New Testament Literature and Church History in the Selly Oak Colleges, Birmingham, England (Summer, 1931).

† Deceased.

THE DIVINITY FACULTY AND CONFERENCE OF THE UNIVERSITY OF CHICAGO

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EDWIN EWART AUBREY, D.B., PH.D., Professor of Christian Theology.
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LESLIE BLANCHARD, A.M., Executive Secretary, National Student Council, Young Women's Christian Association (Summer, 1931).
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ERNEST WILLIAM PARSONS, PH.D., John B. Trevor Professor of New Testament Interpretation, Colgate-Rochester Divinity School (Summer, 1931).
ERNEST FINDLAY SCOTT, M.A., D.D., Professor of New Testament Criticism, Union Theological Seminary (Summer, 1931).

JOHN WILDMAN MONCRIEF, A.M., D.D., Associate Professor Emeritus of Church History.

B. THE DIVINITY CONFERENCE

The Divinity Conference consists of all members of the Divinity Faculty and of the following instructors in the Faculties of the Schools and Colleges of Arts, Literature and Science, whose work is closely associated with that of the Faculty of the Divinity School:

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EDWARD CHIERA, PH.D., Professor of the Semitic Languages and Literatures.

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ALAN H. GARDINER, LITT.D., Research Professor of Egyptology.

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FREDERICK W. GEERS, PH.D., Instructor in Semitic Languages and Literatures.

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IRA MAURICE PRICE, PH.D., LL.D., Professor Emeritus of the Semitic Languages and Literatures.

CLYDE WEBER VOTAW, D.B., PH.D., Professor Emeritus of New Testament Literature.

HERBERT LOCKWOOD WILLETT, PH.D., Professor Emeritus of Old Testament Language and Literature.

SEVENTY-FIVE YEARS OF HISTORY

In June 1930, The Chicago Theological Seminary celebrated the seventy-fifth anniversary of its founding. On that occasion, Dr. Albert Wentworth Palmer was inaugurated as president to succeed Dr. Ozora Stearns Davis, who had resigned on account of ill health after twenty years of distinguished leadership. Dr. Davis died on March 15, 1931.

Established in 1855 to furnish training for Christian leadership according to the highest academic standards, it has had under its instruction more than three thousand students. Its representatives are rendering service in all lands and under all conditions where human need is met.

The Seminary has been a pioneer in the introduction into the theological curriculum of several unique features designed to meet the changing spiritual needs of succeeding generations. For example, it was one of the first in the training of leaders for foreign-speaking churches, maintaining departments for this work so long as they were required. Dr. Graham Taylor was called to the chair of Christian Economics when such a professorship was practically unknown. Recent years have seen marked advance in the provisions for practical training. There have been important and far-reaching developments in the fields of research in personality problems, in studies of the city and rural church, in culture through art and drama, literature and music, and in the supervision of the practical work of students with a view to their adequate equipment as leaders of the institutions of religion in the modern world.

In 1915 the institution removed to the neighborhood of the University of Chicago, with which it is affiliated through the Divinity School of the University. Thus Seminary students enjoy the advantages of a University which is internationally known for its high standards and academic productiveness.

In June, 1928, the new buildings of the Seminary were completed and dedicated. The courses of study are constantly being augmented and enriched. The offerings of this catalogue register continued growth in resources for instruction and inspiration in Christian service.

The Congregational Training School for Women was incorporated in 1909 to meet the increasing demand for women with professional training for religious work. Miss Florence Fensham, the first dean, was a Seminary graduate; classes at the beginning met in Seminary buildings; the Seminary Faculty shared in instruction. In 1919 the school moved to the South Side of Chicago for academic advantages, and in 1926 merged with the Seminary.

LOCATION AND BUILDINGS

The Seminary has a unique location—situated, as it is, among the buildings of the University of Chicago. It is seven miles southeast of the business section of Chicago, known as the “Loop.” It is one block north of the Midway Plaisance, half-way between Washington and Jackson parks, and about one mile from Lake Michigan.

The main buildings of the Seminary, including the men’s residence halls, are on Fifty-eighth Street, between University Avenue and Woodlawn Avenue. The women’s residence halls are at the corner of Fifty-eighth Street and Woodlawn Avenue. All mail, telegrams, and baggage should be addressed to 5757 University Avenue.

The Seminary may be reached from the business district of Chicago by taking an Illinois Central suburban train to Fifty-ninth Street and walking west to University Avenue, then one block north; or by taking a Jackson Park elevated train to University Avenue and walking north to Fifty-eighth Street; or by taking a Cottage Grove Avenue surface car to Fifty-fifth Street and transferring to a Fifty-fifth Street car, getting off at University Avenue and walking three blocks south; or by taking a bus running to the Midway, getting off at University Avenue, and walking one block north.

The main building of the Seminary as pictured on the cover of this catalogue embodies several units as follows: The Graham Taylor Assembly Hall, including the offices of business administration; The Henry M. Hooker Hall, with library, stack rooms, faculty offices, dormitory rooms, and Clarence Sidney Funk Cloisters adjoining; The Victor Fremont Lawson Tower; The Thorndike Hilton Memorial Chapel; and two residence halls for men, Davis Hall and Fisk Hall—the latter including the Joseph Henry George Commons. Across the street from the main building are the two residence halls for women—Fenshaw House and Taylor House.

GOVERNMENT

The government of the Seminary is in accordance with the provisions of two documents, namely, the charter, which is a permanent instrument, and the constitution, which is subject to revision.

By the terms of the charter twenty-four men and their successors were “created a body politic and corporate, to be styled ‘The Board of Directors of The Chicago Theological Seminary,’ and by that name and style to remain and have perpetual succession, with full power to sue and be sued, plead and be impleaded, to acquire, hold and convey property, real and personal, to have and use a common seal, to alter and renew the same at pleasure, to make and alter a Constitution and By-Laws for the

conducting and government of said Institution, and fully to do whatever may be necessary to carry out the object of this act of incorporation."

The charter also provides that the Directors are to be elected according to the constitution and are to hold office until their successors are appointed.

According to the constitution (including amendments to June 7, 1927) the Board of Directors calls a convention every third year "for the purpose of electing Directors, and for the purpose of transacting such other business as the interests of the Seminary may require." The next Triennial Convention will meet in June, 1933.

Under the authority of the charter the constitution further provides for an Executive Committee of nine elected from the Board of Directors. The Executive Committee conducts the affairs of the corporation in the interim between the corporation's meetings.

The constitution also provides that "all matters pertaining to academic management shall be determined by the Faculty, with the approval of the Board of Directors."

The Board of Examiners is a body under the constitution whose members are chosen, one each by the State Conferences of Congregational churches of the states represented at the Triennial Convention. The examiners visit the Seminary annually and make reports of their respective Conferences concerning the condition of the Seminary.

THE CHICAGO THEOLOGICAL SEMINARY AND THE UNIVERSITY OF CHICAGO

1. *Terms of affiliation.*—In its affiliation with the University of Chicago, the Seminary maintains its autonomy and power to grant degrees, appoint instructors, and control its property; and it agrees to conform to the standard of scholarship and quality of teaching approved by the Divinity School of the University. Its regular students are matriculants in the University and share the general privileges of such registrations. Seminary students register for all courses in the Seminary office.

2. *Courses of study.*—The principle governing the selection of courses is that a Seminary student may pursue work in any department of the University but that only one-third of his work in any quarter may be non-seminary courses. In administering this rule certain University courses in the Department of Old Testament and certain Seminary courses in the Department of Social Ethics may count as either Seminary or Divinity courses. Other exceptions to this general principle may be made in the summer quarters.

3. *University degrees.*—The University degrees, of Master of Arts, and

of Doctor of Philosophy, are granted in accordance with rules established in the several departments of the University.

The general regulations covering the Master of Arts degree in Divinity call for a college degree of recognized standing, involving college courses equal to two majors each in history, sociology, and *belles lettres* and art; one major course each in economics, philosophy, psychology, and biology; at least three quarters of regular resident study; six prerequisite theological courses from the prescribed work in Bible, church history, and Christian theology; eight additional resident majors approved by the department in which the degree is sought, and upon which final examinations must be taken; and a satisfactory dissertation. A limited number of courses lacking in the college group may be taken as audit courses in the University; the prerequisite courses in theology may be taken in the Seminary or other recognized schools of theology; three of the eight courses required for the final examination may be given by members of the Seminary Faculty and count as University courses. By proper distribution of courses in anticipation of candidacy for the Master's degree, students may usually plan to secure it at the close of the second year of residence, while pursuing the course for the degree of Bachelor of Divinity from the Seminary.

The degree of Doctor of Philosophy is granted by the University of Chicago in accordance with University regulations. Candidates must complete at least a year's work after securing the degree of Bachelor of Divinity.

4. *Athletics and health.*—The athletic facilities of the University are available to Seminary students.

The establishment of the new University medical schools places at the disposal of the Seminary student the best clinical and hospital service. Medical examinations (except for glasses), clinical service, and the first three days of hospital care in case of illness are free of charge; room calls, and hospital care after the first three days, are at greatly reduced rates.

Within the first two weeks of entrance students are expected to secure health examination through the Student Health Service of the University.

5. *Campus privileges.*—The privileges of the University campus are available to Seminary students. As an example, the Graduate Clubhouse, maintained by the University and housed in a separate University Building, offers its facilities to all Seminary men and women free of charge, including billiards, reading room lounge, conference rooms, and rooms for social purposes.

REQUIREMENTS FOR ADMISSION

The charter provides that the Seminary "shall . . . furnish instruction and the means of education . . . for the Gospel Ministry and be equally open to all denominations of Christians."

The application for admission to the Seminary calls for a credential as to church membership and for two acceptable character testimonials. For admission as a regular classified student, the Seminary requires a college preparation attested by a Bachelor's degree of recognized worth.

Students whose selection of courses in college shows certain deficiencies are required to make them up while at the Seminary in addition to the regular requirements for the degree. (See under "Curriculum Construction for Individual Needs," page 23.)

As a further requirement for admission to the Seminary and the advantages accorded by the University, students are expected to submit their college credentials to the University Examiner and to secure a certificate of standing granted by the University.

Students and graduates from accredited seminaries are admitted to advanced standing upon presenting satisfactory certificates.

Senior College students of the University are admitted to Seminary courses upon conditions governing their admission to courses in the Divinity School. This is a benefit to mature students, as it enables them to combine their general and professional studies.

A limited number of unclassified students may be admitted by vote of the Faculty to resident work throughout the year. Such students must have had a considerable portion of a college course and must show by maturity and training that they are prepared to undertake the proposed subjects. Provision is made for a larger number of unclassified students during Summer Quarters.

ROOMS AND EXPENSES

All students entering the Seminary who have not previously been enrolled at the University of Chicago are charged a matriculation fee of \$20.00. There is no tuition fee, but a library and incidental fee of \$20.00 per quarter is charged each student.

For those living in the men's residence halls, the care of room (including daily service, bedding, furniture, heat, and light) amounts to \$35.00 per quarter. A limited number of double rooms is available at a quarterly charge of \$26.25 to each student.

Room and incidental fees are payable quarterly, in advance, upon presentation of bills.

The cost of the diploma of the Seminary, upon graduation, is \$10.00 payable in advance.

Other expenses vary according to the individual standards of living. Meals may be secured at the University of Chicago Commons (cafeteria) or at nearby restaurants at from \$1.00 per day up. Many students secure their meals by serving at the Commons or in other dining halls. Other personal expenses average about the same in Chicago as elsewhere.

Board is provided for women students in the women's residence, the arrangements for which are described elsewhere.

In accordance with its provisions, the Congregational Education Society makes annual loans to Congregational students preparing for Christian service in amounts ranging from \$50 to \$100. Application for such aid is made early in October through the Seminary.

STUDENT FIELD WORK

The practical training of the student has always been a definite aim of the Seminary. During its earlier history many students served churches in town and country. Distance and inconvenience of travel prevented faculty members from making frequent visits to the fields served by students. A short academic year enabled students to take advantage of field opportunities during the summer over the widely scattered area of the Middle West. The rapid and steady growth of the city has added to the complexity of the problems involved. The evolution of the Seminary's program has kept steady pace with the demand for new types of training and new forms of research.

As a part of the Seminary's enlarged program, a Director of Student Field Activities and a Director of Field Work for Women have been appointed who are charged with the general oversight of the practical work in which students of the Seminary engage. The purpose of such field work is to provide experience and the development of tested skill in those fields for which the student desires professional fitness. The Directors counsel with students concerning their choice of work and seek to assign them to such fields as will afford the most vital practical training.

One year of practice work under supervision, continuing through the Autumn, Winter, and Spring Quarters, is available with compensation for each regular student of the Seminary. The plan of supervision includes initial interviews with the head of the institution to which the student is assigned; frequent interviews between the Director and the student; group conferences for the discussion and analysis of common problems; regular visits for observation by the Director; occasional reports on field progress; and such pertinent reading as may bear directly

upon specific tasks the student is facing. Those desiring further information should address inquiries to the Director of Student Field Activities well in advance of the opening of the Autumn Quarter. This will expedite placement upon the student's arrival. A personal interview with a student is necessary before a definite assignment can be made. It is expected that each student will follow this plan for at least the one year, and that he will consult the Director concerning the advisability of continuing directed work of some nature throughout his Seminary course.

Numerous part-time positions, such as pulpit supply, leadership training courses, and work in settlements and institutional churches, are afforded in Chicago and its environs. Special attention is called to the following plans of organized field activity:

1. For nearly fifty years the Chicago Congregational Union (formerly the Chicago Congregational Missionary and Extension Society) has co-operated with the Seminary in the employment of students in churches and neighborhood houses. The enlarged program of the Union has materially increased the number of openings provided for students. The Union, the Seminary, and the churches co-operate in supporting students as pastors' assistants, directors of Religious Education, and workers with young people.

2. The plan of co-operative support just outlined has made possible intensive field research in the religious life of the city under the department of Social Ethics. A limited number of students act as research assistants in conducting the study of individual churches, investigating changing conditions which call for the adaptation of institutional programs, and outlining such factors as population trends in their influence upon the churches and their constituencies.

3. Beyond the limits of the city, there are churches within a radius of one hundred miles which employ student pastors. They afford a unique opportunity for first-hand experience in town and country leadership. It frequently occurs that a student who cannot attend the Seminary for the whole of the year can arrange to do two quarters of full-time service to the church and two quarters of work as a student pastor. Intensive study of a particular field may be carried on in connection with the courses offered on rural church work.

4. The Seminary Players compose a group organized under the Department of Religious Literature and Drama and their work constitutes a regular course in the curriculum.

5. Summer work of a varied nature is available for both men and women. A number of students serve the scattered communities in the

states of the West and Middle West as pastors and vacation workers under the direction of the various state conferences. By special arrangement, a limited number of students are employed under the direction of the chaplain in the Worcester State Hospital, Worcester, Massachusetts.

SCHOLARSHIPS AND FIELD WORK FUNDS

Through designated endowments, special gifts, research funds, and appropriations from the general income of the Seminary, certain sums are available for scholarships and for the promotion of the field work above described. In all cases candidates for these funds must take eight or more classroom hours of regular work per week and must meet the faculty requirements in respect both to progress in their studies and to service rendered.

The administration of these resources is described under the general heads which follow; detailed information in regard to them will be furnished upon application.

1. To supplement other resources covering remunerative field work the Seminary has accumulated endowments, to the income of which additions are made from general funds as occasion warrants, that students may combine practical experience and self-support without accruing embarrassing indebtedness. Field work stipends, to be used in support of the plan of supervision outlined in the previous section, and a certain number of Rural and Missionary Scholarships, are in this way provided each year within the limit of available funds.

2. Six Special Entrance Scholarships at \$500 each are available to students recommended from colleges of Congregational origin or tradition in the Seminary area, and to Congregational students in other middle western institutions of learning.

3. Four Honor Scholarships at \$700 each are available for award to regular students on the basis of character, scholarly efficiency, and all-around ability. These awards have as their purpose the stimulation of worthy scholarship and research, and are made to those students in their second and third years of residence who are, in the judgment of the faculty, prepared to do creative work by devoting themselves entirely to their scholastic pursuits. These awards are as follows: the Alice Hitchcock Isbell Honor Scholarship; the Albert Newman Honor Scholarship; the Carl S. Patton Honor Scholarship; the Ozora S. Davis Honor Scholarship.

4. Four Foreign Student Scholarships at \$600 each for students from foreign lands, the incumbents to be selected in co-operation with the American Board of Commissioners for Foreign Missions.

5. The Hawaiian Scholarship, to be awarded annually to a worthy student from the Hawaiian Islands.

6. The Mary B. Hibbard Curtis Research Scholarship of \$500 per year, to be awarded a student who will have proved himself prepared to undertake a definite project of research under the faculty's direction.

7. An Exchange Scholarship of \$450 annually to be used in the support of a student from a foreign land, according as such an arrangement may be deemed expedient from year to year.

FELLOWSHIPS AND PRIZES

Two fellowships, endowed to the sum of \$10,000 each, were founded by the late Mr. E. W. Blatchford, of Chicago, and by the late Dr. C. L. Ford, of Ann Arbor, Michigan, to enable one student in each graduating class to continue studies for two years. Their incomes are supplemented from the general funds to make the yearly payments \$1,200. The following conditions govern the awards:

1. Fellowships are available only for graduates who take their entire theological course under the supervision of the Seminary.

2. A fellowship is assigned by the Board of Directors, on the recommendation of the Faculty, to that member of a graduating class who by native ability, success in study, and Christian character, gives promise of the highest usefulness as a Christian scholar. The Board reserves the right to withhold the fellowship for cause.

3. The studies of a fellow are under the supervision of the Faculty, to whom he gives a detailed report as required.

The Lucretia Ambrose Walker Prize in the Department of Christian Theology is endowed to the sum of \$1,000. Its income may be granted each year to that student who presents the best essay on a designated topic. A student may receive it but once.

A "Director's Prize" of \$30 is offered each year to that member of the junior class who shows most improvement in public speaking during the year.

DEGREES

The Seminary grants the degree of Bachelor of Divinity to regular classified students who complete the required course and who maintain an honorable character throughout.

The required course includes the equivalent of classroom work covering thirty majors, such practical field work as any particular course may require, and the preparation of a graduation thesis. Students deficient in the use of English, spoken or written, will be required to make up this

deficiency during the first year. The regular course is usually distributed over three years, but by study during Summer Quarters the time may be shortened to two and a quarter calendar years.

Regular classroom work equals at least three fifty-minute periods a day for four days a week except during the Summer Quarter when there are five periods a week. Each period continued throughout a quarter constitutes a major, which is the unit of credit. As a rule, not more than three and a fraction majors may be taken in any one quarter for credit.

The graduation thesis must be prepared under the direction of the head of the chosen department upon a subject approved not less than one quarter preceding graduation; it must be submitted in written form at least four weeks before that time. Upon acceptance, two bound copies, typewritten or printed, must be furnished the Seminary before graduation.

Students from other theological schools may be given advanced credit, based upon the standing of the school and the character of the credits. Students who in other institutions or through private study have done work in any course equivalent to that offered in the Seminary and are equipped to pass an adequate examination thereon, may substitute such examination for classroom instruction. However, all candidates for the degree must do regular work in residence during not less than three quarters and must satisfy the requirements of their chosen departments.

Students who have done their work for two years or more under the direction of the Seminary and whose standing throughout the course is of unusual excellence are awarded the degree "with honor," "with high honor," or "with highest honor."

For information concerning the degrees of Master of Arts and Doctor of Philosophy, see the section entitled "The Chicago Theological Seminary and the University of Chicago."

HAMMOND AND THE UNIVERSITY LIBRARIES

The Hammond Library, housed in the spacious and beautiful Hooker Hall, comprises about 30,000 books and magazines, and 5,500 pamphlets. The library unit consists of the reading-room and three levels of stacks immediately below it. There are about 7,000 books of reference and other books in the reading-room. The stack rooms are provided with twenty individual compartments for the use of students and the Faculty.

It is the special aim of Hammond Library to become the central repository for historical source materials relating to Congregationalism in the Middle West. The library serves at present as the repository for the collections of the Congregational Society of Church History for the Mid-

dle West, as well as of the historical committee of the Congregational Conference of Illinois. Its most valuable collection, comprising 70,000 original letters, are the archives of the Congregational Home Missionary Society; as source materials for the history of American Christianity these letters rank among the most important in the country. The project involves collecting and preserving materials of local church history and encouraging the writing of histories of churches, district associations, and state conferences, so that Hammond Library may serve the churches of the Interior as the Congregational Library of Boston does its New England constituents.

By arrangement with the Congregational Library of Boston, Hammond Library offers loans of books, through its Extension Service, to all Congregational pastors of the nineteen mid-western states, besides its own graduates wherever they may reside. This service consists of the loaning of outstanding current religious books, as well as the extending of full borrowing privileges to the ministers on the field in regard to the entire library collection. Users of the Extension Service residing within the radius of the first three zones are benefited by greatly reduced postage rates. Bulletins of the newest available accessions are published quarterly.

The present list of library endowment funds is as follows: Alumni Library Fund, John Blatchford Memorial Reference Library Fund, Philo Carpenter Alcove Library Fund, John P. Cowling Library Fund, C. F. Gates Alcove of Missionary Intelligence Fund, J. T. Hyde Alcove Library Fund, E. S. Jones Alcove Library Fund, S. M. Moore Library Fund, J. W. Norris Library Fund, F. W. Patton (Binding) Fund, Charles Walker Library Fund, E. M. Williams Library Fund, and G. H. Wells Library Fund.

Besides the service offered by Hammond Library, the Seminary students possess equal rights with the University students in regard to the use of the University Libraries, including the research and other privileges. The library of the Divinity School possesses 58,000 books and 23,000 pamphlets. Thus, the combined collections of Hammond and the Divinity libraries offer most ample facilities for general theological study as well as for specialized research work.

Besides these distinctly theological libraries, the General Library and all other departmental libraries of the University are open to the Seminary students. At the present time, the University Libraries contain over 930,000 bound and catalogued volumes.

THE EDUCATION OF WOMEN FOR CHRISTIAN SERVICE

Women are admitted to the Seminary upon the same terms as men, and have equal opportunities in student field work and in becoming candidates for scholarships. The Seminary trains them for efficient religious leadership; they may prepare to become directors or teachers of religious education; church assistants; instructors in week-day religious education; missionaries; or social service workers.

One academic year, or three quarters of work, is the minimum requirement for professional training. Six quarters will be needed, however, by the student who would combine with this a Master's degree from the *University of Chicago* in the Department of Religious Education; but if the student can give only one year to consecutive study, she may select courses adapted to meet her immediate needs, returning Summer Quarters to complete the work for her degree.

The course of study for each student is worked out in the light of previous preparation and credits sought. The range of courses is wide, including religious education, parish work, church administration, social ethics, worship, music, personnel work, dramatics, and survey courses in Bible, church history, and missions. Detailed descriptions of courses are given on later pages of this catalogue. Subjects not listed but needed for church work, such as stenography, may be secured outside the Seminary as occasion warrants.

Expenses for women are a little less than for men. Board and room may be had at the women's residence halls for \$9.00 a week.

Mrs. Clara E. Powell A.M. Ph.D. was secured in 1930 as Assistant Professor of Religious Education and Director of Field Work for Women. She received her Ph.D. from the University of Chicago in 1926. Dr. Powell is eminently qualified to survey the whole field of Christian service for women and to lead in its larger development.

THE ALDEN-TUTHILL FOUNDATION

This foundation is endowed for \$10,000, the income of which is used to provide each year for supplementary instruction in the history, principles, and methods of missions, by those in active service in the home and foreign fields. The lectures for 1931 dealt with phases of the Negro problem as follows: "The Present Mood of the Negro" by Professor Alain Locke, of Howard University; "The Negro Student" by Miss Marion Cuthbert, of New York; and "What Will the North Do to the Negro?" by Hubert C. Herring, of Boston.

THE INTERSEMINARY MOVEMENT

There are more theological students enrolled in seminaries in and around Chicago than there are in any other city in the world. This offers an unusual opportunity for exchange of views, co-operative action, and group fellowship. Since 1924 the Interseminary Student Union of the Chicago Area has been instrumental in carrying on such work in this region and in co-operating with the National Interseminary Movement. The seventh annual conference of the Union was held on the Chicago campus February 12, 1931. Over four hundred students representing fourteen theological schools participated. Dr. Walter E. Bundy delivered the closing address on "The Modern Meaning of Jesus."

STUDENT ACTIVITIES

Athletic, social, cultural, and religious interests are provided for in the range of student activities. The Seminary takes an active part in the athletic program of the University, having entries in basketball, baseball, track, horseshoes, handball, swimming, wrestling, and touchball tournaments. Our teams have generally placed near the top in these events, and this year our horseshoe pitchers won first in both singles and doubles. Facilities for golf practice have recently been provided in the Seminary as well as for wrestling and boxing.

Four o'clock on Wednesday afternoon has long been the Seminary tea hour, and the time spent around the samovar by Faculty and wives, students and guests, breeds an atmosphere of cordiality that permeates all the other contacts of the week. Sunday afternoon teas at Woodlawn house, and frequent informal parties under the direction of the social committee, also add color to the student's life.

Lectures, music, and drama are never absent from the campus of the University or the city itself, and in a variety wide enough to appeal to every taste. The development of a department of music in the Seminary gives new opportunity to those interested in this field, and the chance to engage in the work of the Seminary Players is welcomed by all drama enthusiasts. Discussion groups abound, and dormitory life stimulates informal student sessions.

The Seminary is in the center of a renowned group of chapels, the services of which are open to all. Daily noonday services in Bond Chapel are conducted by members of the Faculties of the Divinity Schools and the Seminary; visiting lecturers and preachers, and Faculty members of the University. Wednesday afternoons at the vesper hour in the beautiful sanctuary of Thorndike Hilton Chapel the students and Faculty hold their

weekly service. The Fellowship Meetings on Thursday evenings in the Common Room are planned to meet the dominant interests of the students and offer a wide variety of approaches to the problems facing a leader of religion. President Palmer has inaugurated a much appreciated Seminary Assembly, meeting one Thursday evening a month in Graham Taylor Hall. Here the entire Seminary unites in a service of worship and shares for a time the company of some great Christian seeker after truth. Thus in play, work, and worship are we united.

CURRICULUM CONSTRUCTION FOR INDIVIDUAL NEEDS

Since a theological training needs a broad substructure of general culture, students who are deficient in the following subjects are required to take them as visiting courses in the University: history 2 majors, economics 1 major, sociology (including psychology) 2 majors, philosophy 1 major, psychology 1 major, biology 1 major, *belles lettres* and art 2 majors.

The fundamental consideration in the selection of the thirty majors required for the degree of Bachelor of Divinity is the development of the personality of the student for his chosen field of Christian service. Twenty-seven of these thirty majors are usually pursued in groups of three for four hours a week each, during a quarter of eleven and one-half weeks. Each of the remaining majors may be distributed in a fractional manner throughout two or three quarters.

It is clear that the student's determination of his leading interest and the selection of related courses cannot be made at the outset. In order to furnish an adequate basis upon which to construct one's curriculum, six majors are prescribed, four of which shall ordinarily be taken during the first two quarters of residence.

These majors are distributed as follows: Old Testament, two majors; New Testament, two majors; public speaking, one major, to be distributed usually through the three quarters of the first year; one major connected with the supervised field work related to the type of work for which one is fitting himself, and to be taken as the situation warrants.

Approximately three hundred courses of study are listed in the following pages. Unlisted courses in various departments of the University are also generously drawn upon in curriculum construction for the individual student.

During his third quarter in residence each student shall review his decision to enter upon Christian service and shall prepare a plan for the carrying out of his purpose; he shall present to the Director of Studies

a tentative curriculum for the rest of his course covering the various fields of theological instruction.

For students who do not wish to avail themselves of the foregoing privilege a required curriculum for the three years is provided.

For the principle governing the selection of courses given by the University see the section entitled, "The Chicago Theological Seminary and the University of Chicago."

Courses of Instruction

Courses of Instruction are in most cases indicated as majors (Mj.). These courses meet daily, Tuesday to Friday, during the twelve weeks of a quarter. A minor (M.) continues for one-half a quarter, either first or second term. A half-major ($\frac{1}{2}$ Mj.) meets twice a week during a quarter. Three majors or three majors and a fraction usually constitute full work for a quarter. Courses having "S" prefixed to the number are given by Seminary instructors; others are given by instructors who are members of both the Seminary and the Divinity School faculties, or by instructors in the University.

Courses numbered below 300 are primarily for college students. Numbers from 400 up indicate advanced or research courses.

Students register before the opening of each quarter with the Registrar of the Seminary for all courses taken, whether in the Seminary or University. No separate registration or payment of fees for University courses is necessary. A student is allowed to register as visitor in one course, only when taking other courses for credit.

The Department of Oriental Languages and Literature of the University of Chicago

JAMES HENRY BREASTED, PH.D., LL.D., HON.LITT.D. (OXON.), Ernest D. Burton Distinguished Service Professor of Egyptology and Oriental History; Director of Haskell Oriental Museum; Director of the Oriental Institute, Chairman of the Department.

JOHN MERLIN POWIS SMITH, PH.D., Professor of Old Testament Language and Literature; Vice-Chairman of the Department.

MARTIN SPRENGLING, PH.D., Professor of Semitic Languages and Literatures.

WILLIAM CREIGHTON GRAHAM, PH.D., D.D., Professor of Old Testament Language and Literature.

EDWARD CHIERA, PH.D., Professor of Semitic Languages and Literatures.

ALAN H. GARDINER, LITT.D., Research Professor of Egyptology.

HAROLD HAYDEN NELSON, PH.D., Professor of Oriental Languages.

ALBERT TEN EYCK OLMSTEAD, PH.D., Professor of Oriental History.

ARNO POEBEL, PH.D., Professor of Sumerian Language and Literature.

WILLIAM A. IRWIN, PH.D., Professor of Old Testament Language and Literature.

LOUIS L. MANN, PH.D., Professorial Lecturer on Oriental Languages and Literatures.

WILLIAM FRANKLIN EDGERTON, PH.D., Associate Professor of Egyptology.

EMIL ORGETORIN FORRER, PH.D., Associate Professor of Hittite.

FREDERICK WILLIAM GEERS, PH.D., Instructor in Semitic Languages.

JULIUS L. SIEGEL, PH.D., Instructor in Semitic Languages.

In the establishment of this composite department (as reorganized in April, 1915) practical reasons have governed, and a scientific classification has not been attempted. The scope of the organization has therefore been determined entirely by administrative convenience. The practical purpose of the new organization is to furnish administrative facilities for offering a wider range of oriental studies, to include in some measure both

the larger Asiatic or Far Orient now so rapidly developing, and also the languages of Eastern Europe where it merges into the Near Orient, including especially Russian. To the old Department of Semitic Languages and Literatures, covering the historic civilization of the Near Orient only, have thus been added the functions of an oriental seminary ultimately to include the Orient as a whole (except Sanskrit and Comparative Philology, which are naturally grouped with the classical languages). Thus far the old Department of Semitic Languages and Literatures forms the nucleus of the new organization, which for the present is made up of six sub-departments: (I) Sub-Department of Old Testament; (II) Sub-Department of Cuneiform Languages and Literatures; (III) Sub-Department of Arabic and Islam; (IV) Sub-Department of Egyptology; (V) Sub-Department of Oriental History; (VI) Sub-Department of Russian Language and Institutions. The sub-departments of Old Testament, of Arabic and Islam, and of Oriental History are listed below.

Courses 315, 316, and 317 count as Seminary courses and may be taken as such without regard to the two and one rule (see page 12, paragraph 2).

SUB-DEPARTMENT OF OLD TESTAMENT

The work in this sub-department includes courses in Hebrew Language, in the Aramaic and Syriac languages, in Hebrew Literature and History, in Hebrew Religion and Ethics, and in Rabbinical Literature and Religion.

A. COURSES IN HEBREW LANGUAGE, LITERATURE, AND HISTORY

301. Hebrew Language I.—Genesis, chaps. 1 and 3, including the grammatical principles of the language, the acquisition of a Hebrew vocabulary, and the translation of the Hebrew text. The textbooks are J. M. P. Smith's revised edition of Harper's *Method and Manual* (Scribner's); and J. M. P. Smith's revised edition of Harper's *Elements of Hebrew*. Mj., Summer, GRAHAM AND IRWIN; Autumn, IRWIN.

302. Hebrew Language II.—Completing the textbooks named under 301 and reading selections from the Pentateuch. Mj., Summer, GRAHAM AND IRWIN; Winter, IRWIN.

303. Historical Hebrew.—The Books of Samuel and Kings. Critical translation with especial attention to syntax. Mj., Spring, IRWIN.

304. Introduction to Textual Criticism.—Prerequisite: Courses 301-3. Mj.

305. Selections from the Prophetic and Wisdom Books.—Rapid reading. Mj.

306. Isaiah 1-39.—Translation and interpretation. Mj.

307. Isaiah 56-66.—A critical reading of the material. Mj.

308. Jeremiah.—The book will be translated and interpreted in chronological order. Mj., Winter, GRAHAM.

309. Daniel.—Translation and interpretation in the light of its historical background. M.

310. Amos, Hosea, and Micah.—Mj.

311. Zephaniah, Nahum, and Habakkuk.—Mj.

312. Haggai, Zechariah, Malachi, Joel, and Jonah.—Mj., Autumn, GRAHAM.

313. Psalms.—Formation of Psalter; characteristics of Psalms; critical translation. Mj., Summer, GRAHAM AND IRWIN; Spring, GRAHAM.

314. Proverbs⁷ and Oriental Wisdom Books.—Mj.

315. **Beginnings of Old Testament Literature and History.**—A general introduction to the early books of the Old Testament. Mj., Summer, Autumn, SMITH.

316. **History and Prophecy.**—Covering the period from Solomon to the Exile. Mj., Winter, SMITH.

317. **History and Judaism.**—Covering the period from the Exile to Daniel. Mj., Spring, SMITH.

401. **Isaiah 1-12.**—Translation, interpretation, and analysis. Mj.

402. **Job.**—Literary form and analysis; chief teachings; critical reading of text. Mj.

403. **Ecclesiastes.**—Translation, interpretation, and analysis. Mj.

404. **Song of Songs.**—Translation, interpretation, and study of origins. Mj.

405. **The Problem of Deuteronomy.**—Translation and analysis of book. Mj., Spring, GRAHAM.

406. **Isaiah 40-55.**—Translation and exegesis. Mj.

407. **Ezekiel.**—Translation, analysis, and interpretation.—Mj.

408. **The Religion of the Hebrews to the Exile.**—Mj., Autumn, SMITH.

409. **The Religion of the Hebrews from the Exile to the Maccabees.**—Mj., Winter, SMITH.

410. **The Development of Hebrew Ethics.**—Mj., Spring, SMITH.

411. **Early History of Syria and Palestine.**—Mj.

412. **History of the Hebrews to the Exile.**—Mj., Autumn, GRAHAM.

413. **History of Judaism.**—Mj., Winter, GRAHAM.

414. **Research Course in Exegesis.**—Mj., Summer, SMITH.

415. **Research Course in Textual Criticism.**—Mj.

416. **Research Course in Hebrew History.**—Mj., Spring, GRAHAM.

417. **Research Course in Hebrew Legislation.**—Mj.

418. **Research Course in Hebrew Poetry.**—Mj.

419. **Research Course in Hebrew Religion.**—Mj.

B. COURSES IN SYRIAC AND ARAMAIC

321. **Elementary Syriac.**—Mj., Summer.

322. **Intermediate Syriac.**—Mj., Autumn.

323. **Biblical Aramaic.**—Mj., Summer, 1932.

324. **Aramaic Papyri and Inscriptions.**—Mj., Spring.

421. **Research in Syriac Literature.**—Mj., Summer, SPREGLING.

422. **Research in Bar Hebraeus.**—Mj., Autumn, SPREGLING.

424. **Research in the Peshito.**—Mj., Spring, 1932, SPREGLING.

C. RABBINICAL COURSES

325. **The Evolution of Judaism.**—Mj., Winter, MANN.

326. **Post-Biblical Jewish Literature I.**—Reading in the Mishna-Aboth, Sanhedrin, and Shabboth. Mj., Autumn, MANN.

327. **Post-Biblical Jewish Literature II.**—By arrangement. Mj., Winter, MANN.

329. **Rabbinical Hebrew.**—Mj.

425-27. **Judaic Research.**—Mj.

SUB-DEPARTMENT OF ARABIC AND ISLAM

366. **Elementary Arabic I.**—Mj., Autumn, SPREGLING.

367. **Elementary Arabic II.**—Mj., Winter, 1932, SPREGLING.

368. **The Bible in Arabic.**—Mj., SPREGLING.

369. **Historical Literature.**—Mj., Spring, 1932, SPREGLING.

370. **Modern Arabic Literature.**—Mj., SPRENGLING.
Any one of courses 368–70 may be taken as Elementary Arabic III.
372. **Modern Persian I.**—Mj., SPRENGLING.
373. **Modern Persian II.**—Mj., SPRENGLING.
374. **Turkish I.**—Mj., SPRENGLING.
375. **Turkish II.**—Mj., SPRENGLING.
376. **Elements of Phonetics.**—M., First Term, Summer, SPRENGLING.
377. **History of the Moslem World: Survey.**—Mj., Summer, SPRENGLING.
378. **Mohammedan Religion: Survey.**—Mj., Winter, 1932, SPRENGLING.
379. **Arabic, Persian, and Turkish Literature: Survey.**—Mj., SPRENGLING.
Courses 377–79 do not require a knowledge of Arabic.
466. **Research in Mohammedan History.**—M., Spring, 1932, SPRENGLING.
467. **Research in Mohammedan Religion.**—Mj., Autumn, SPRENGLING.
468. **Research in Mohammedan Philosophy.**—Mj., SPRENGLING.
469. **Research in Mohammedan Ethics.**—Mj., SPRENGLING.
470. **Research in Mohammedan Literature.**—Mj., Winter, 1932, SPRENGLING.
471. **Research in Modern Mohammedanism.**—Mj., SPRENGLING.
472. **Research in Arabic Philology.**—Mj., SPRENGLING.

SUB-DEPARTMENT OF ORIENTAL HISTORY

381. **History of the Ancient Orient I.**—Prehistory and the early kingdoms. The prehistory of the Near East and the extension of prehistoric culture to Europe, early Egypt, and Babylonia, and their relations to neighbor countries. Mj., Autumn, OLMSTEAD.

382. **History of the Ancient Orient II. The Oriental Empires.**—The Egyptian, Assyrian, and Chaldaean empires, the Hebrews and their religion. Mj., Summer, Winter, OLMSTEAD.

383. **History of the Ancient Orient III.**—The Greco-Roman Orient, the Parthian and Sassanid empires. The Near East in the later ancient history, the Hellenization of the Near East and the oriental reaction, the triumph of the Orient in the Parthian and Sassanid empires. Mj., Spring, OLMSTEAD.

481–83. **Seminar in Oriental History.**—Historical method and its application to the problems of the ancient Orient. Study of some special problem or period. Mj., Summer, Autumn, Winter, Spring, OLMSTEAD.

New Testament and Early Christian Literature

BENJAMIN WILLARD ROBINSON, D.B., PH.D., Iowa Professor of New Testament Literature and Interpretation.

H. G. WOOD, M.A., Director of Studies, Woodbrooke Hall, and Professor of New Testament Literature and Church History in the Selly Oak Colleges, Birmingham, England (Summer, 1931).

EDGAR JOHNSON GOODSPEED, D.B., PH.D., D.D., Professor of Biblical and Patristic Greek; Chairman of the Department in the University.

SHIRLEY JACKSON CASE, B.D., PH.D., D.D., D.C.L., Professor of the History of Early Christianity in the University.

DONALD WAYNE RIDDLE, D.B., PH.D., Associate Professor of New Testament Literature in the University.

HAROLD RIDEOUT WILLOUGHBY, D.B., PH.D., Associate Professor of New Testament Literature in the University.

ERNEST CADMAN COLWELL, D.B., PH.D., Assistant Professor of New Testament Literature in the University.

FRED MERRIFIELD, D.B., Assistant Professor of New Testament History and Interpretation in the University.

ERNEST WILLIAM PARSONS, D.B., PH.D., D.D., John B. Trevor Professor of New Testament Interpretation, Colgate-Rochester Divinity School (Summer, 1931).

The courses in this Department are given in three divisions: I. History, including the origin and development of early Christianity, and the occasion, purpose, and character of each of the books of the New Testament. II. Interpretation of the several books of the New Testament. This division includes courses upon the Greek of the New Testament, but all courses, unless expressly described as requiring Greek, may be taken by students having no knowledge of Greek. Separate sections are formed for English and Greek students if and so far as necessary. Greek is not required for the D.B. degree. III. Teaching. Special emphasis is given to the personal religion of Jesus and to the relation of the various parts of the New Testament to his teaching.

Candidates for the D.B. degree should plan to take courses upon "The Literature of the New Testament," "The Religion of Jesus," and "The Beginnings of Christianity" (S302, S303, S301); two of these courses should be taken during the first year. Students who wish to specialize in New Testament for the D.B. degree are advised to select, in addition to these, three or more courses which shall include one upon the Life of Jesus, one upon the Religion of Paul, and one upon the Gospel of John.

Students who desire to obtain the A.M. degree in this Department are required to accomplish at least eight majors of graduate work under the direction of the University Chairman of the Department and to present an acceptable dissertation. Candidates are expected to have a working knowledge of Greek.

The New Testament Club of the University and Seminary holds meetings once in three weeks for the review of current literature and the discussion of subjects connected with New Testament study.

I. HISTORY

S301. Beginnings of Christianity.—History of the Jewish people from Alexander to the destruction of Jerusalem; early Jewish Christianity; political and religious conditions in the Roman empire; expansion and development of early Christianity. Mj., Spring, ROBINSON.

S302. The Literature of the New Testament.—Occasion, purpose, and content of each book of the New Testament, with special emphasis upon Paul's letters in relation to his career and upon the Synoptic Gospels in relation to each other and to their sources. Mj., Autumn, ROBINSON.

S310. The Life of Jesus.—His birth, baptism, temptation, messiahship, miracles, crucifixion, resurrection, and second coming. Mj., ROBINSON; M., Summer, Second Term, WOOD.

S312. Life of Paul.—Paul's personal greatness; Jewish career; Christian experience; universal message; permanent influence. Mj., ROBINSON.

S316. Contribution of the Papyri.—History of their discovery and publication; lines along which they have influenced New Testament interpretation; reading of selected texts. Mj., ROBINSON.

301. Christianity in Its Jewish Environment.—Egyptian and Syrian Hellenicism. Judaism in Palestine and the Diaspora. Political and social developments under the Hasmonaeans, the Herods, and the Romans. The beginnings of Christianity in Palestine. John the Baptist and Jesus. The Jerusalem community and Paul. The transition to the gentile environment. Mj., Autumn, WILLOUGHBY.

302. The Literature of the New Testament.—The several books of the New Testament in relation to the life of the early church; situations which called them forth; and the development of Christian thought embodied in them. Mj., Winter, GOODSPEED.

322. Textual Criticism of the New Testament.—History, materials, and principles of criticism, with practical exercises from facsimiles and manuscripts. Mj., Spring, GOODSPEED.

328. New Testament Interpretation and Criticism.—The Jewish conception of sacred books and manner of interpreting them; understanding and use of the New Testament writings in the ancient period, the Renaissance, the Reformation, and the modern period; rise of the historical, grammatical, and literary methods; the elements of scientific interpretation. Mj., Winter, RIDDLE.

332. Jewish Literature of the New Testament Period.—The literature of the Jews, 200 B.C. to A.D. 100, including the Greek translation of the Old Testament, the Old Testament Apocrypha, the apocalyptic writings, the writings of Philo, and the writings of Josephus. Mj., Spring, WILLOUGHBY.

335. The Apostolic Fathers.—Brief introductions; relationship to earlier and later Christian literature; reading and interpretation of the Greek text. Mj., Spring, COLWELL.

336. Christian Literature to Eusebius.—History of the ante-Nicene Christian Literature, with reading of assigned portions, partly in original, partly in translation. Mj., Autumn, GOODSPEED.

412. Paul and His Gentile Environment.—A survey of the religious and ethical movements of the Graeco-Roman world. A genetic study of Paul's religious experience in relation to his early Tarsian environment, his contacts with primitive Christianity, and his later competition with gentile cults. A research course. Mj., Winter, WILLOUGHBY.

426. The New Testament in the Second Century.—The first collections of Christian literature and the making of the first New Testament; its fluctuations and definition. The rise of the canon. Mj., Autumn, GOODSPEED.

431. The Origin of the Gospels.—A critical review of recent hypotheses of gospel origins, with an application of literary and historical considerations to the problem of the rise of the gospel type of literature. A research course. Mj., Summer, RIDDLE.

II. INTERPRETATION

S356. The Gospel of Luke.—Interpretation; comparison of accounts; teachings of the parables; general view of Jesus' ministry and mission. Mj., Spring, ROBINSON.

S358. The Gospel of John.—Essential characteristics; author and purpose; Johannine conception of Jesus: interpretation of chapters of the gospel in the light of the Ephesian situation and the religious language and ideas of the time. Mj., Autumn, ROBINSON.

340. The Greek of the New Testament.—Characteristics of the Greek of the New Testament; principles of syntax; translation of Gospel of Mark; grammatical interpretation. Prerequisite: 2 units of preparatory Greek, or the equivalent amount of college Greek. Mj., Winter, COLWELL.

345. The Septuagint.—Origin of the version; its date and characteristics; grammar and syntax. Reading of representative portions. Hebraisms; influence of the Koine; bearing on Old Testament text; influence on New Testament Greek. Mj., Spring, COLWELL.

346. The Papyri.—A study of the non-literary papyri of the New Testament period in relation to the vocabulary and syntax of the New Testament. Mj., Autumn, COLWELL.

352. The Gospel of Matthew.—Purpose, sources, date, and authorship of the book; analysis of its contents; interpretation with particular attention to the discourse sections. Mj., Spring, GOODSPEED.

357. Introduction to the Gospel of John.—Date, authorship, purpose; theories of Aramaic origin; relation to other New Testament books, to the Mandaean literature, and to contemporary religious movements; analysis of contents. Mj., Autumn, COLWELL.

364. The Epistles to the Corinthians.—Historical situation, including conditions of church life in the gentile world; analysis of the letters; interpretation; conflicts of social inheritances; contribution of the letters to the knowledge of early Christianity. Mj., Spring, WILLOUGHBY.

365. The Epistle to the Galatians.—Date, purpose, the situation in the Galatian churches, detailed interpretation of the letter. Mj., Summer, COLWELL.

368. The Later Epistles of Paul.—A detailed study of the prison letters with special attention to theories of an Ephesian or a Caesarean imprisonment and with reference to their relation to Pauline teaching. Mj. (or M. either Term), Summer, RIDDLE.

469. The Epistle to the Colossians.—An inductive study of the cult practices reflected in Colossians; critique of recent literature; analysis of literary relationships; problems of genuineness. A research course. Mj., Winter, RIDDLE.

III. TEACHING

S303. The Religion of Jesus.—The relation of Jesus to Judaism; classification of the sayings; comparison with contemporary teaching; distinctive elements of Jesus' Gospel; survey of the teaching. Mj., Winter, ROBINSON.

S313. The Religion of Paul.—Paul's character, as a man; Jewish religious ideals; Hellenistic influences; significance of his conversion; his Christian message in relation to Greek popular philosophies and religions; the social import of his teaching. Mj., Winter, ROBINSON.

S314. The Mystical Element in Paul.—His conception of the living Christ; thought of his own conversion; description of the life in Christ; use of metaphor and simile in these descriptions; synonymy of metaphorical expressions. Research course. Mj., ROBINSON.

S396. Development of Doctrine within the New Testament Period.—The inter-relationship of the teachings of Jesus, Paul, John, James, Hebrews. Mj., ROBINSON.

303. The Teaching of Jesus.—Character of the sources; methods of discovering the teaching of Jesus; analysis of the traditions; observation of the use made of "teaching of Jesus" in Christian communities; a social-historical approach to the teaching of Jesus in the light of Jewish teachings and to the traditions of his teaching in the light of the rise of gentile Christianity. Based upon the English text. Mj., Spring, RIDDLE.

323. New Testament Teachings and Religious Experience.—An approach to the study of the New Testament in the light of the types of religious experience in the practices of contemporary cults; the discovery of types of religious experience reflected in the New Testament; observation of the rise of the New Testament as the product of religious experience. Mj., Spring, RIDDLE.

400. Research Work.—Investigation in the field of lexicography, history, and biblical theology. Every quarter, GOODSPEED.

Church History

WILHELM PAUCK, LIC. THEOL. (Berlin), Professor of Church History and Historical Theology.

MATTHEW SPINKA, D.B., M.A., PH.D., Librarian and Assistant Professor of the History of Eastern Christianity.

WILLIAM WALKER ROCKWELL, PH.D., TH.D., Librarian, Union Theological Seminary, New York (Summer, 1931).

SHIRLEY JACKSON CASE, D.B., PH.D., D.D., D.C.L., Professor of the History of Early Christianity and Chairman of the Department of Church History in the University.

JOHN THOMAS MCNEILL, D.B., PH.D., D.D., Professor of the History of European Christianity in the University.

WILLIAM WARREN SWEET, D.B., PH.D., D.D., Professor of the History of American Christianity in the University.

WINFRED ERNEST GARRISON, D.B., PH.D., Associate Professor of Church History, Disciples' Divinity House.

ERNEST FINDLAY SCOTT, M.A., D.D., Professor of New Testament Criticism, Union Theological Seminary, New York (Summer, 1931).

The combined resources of the Seminary and the University in the field of Church History make possible the offering of a great variety of courses. *First*, general courses intended to give the student a view of the development of the church from the beginnings to the present day. Some of these courses are surveys of special phases of the life of the church throughout its history. *Second*, special courses covering more limited chronological fields or devoted to the study of particular movements or particular countries. Students who desire to specialize in Church History have an opportunity to study the general and special problems of the various historical types of Christianity in its expansion to all parts of the world since the days of the Roman Empire.

Students who are preparing for the pastorate are advised to take courses S301, S302, S303. Candidates for the B.D. degree in Church History are required to take in addition to the foregoing courses S356 and 303 and at least one other course of their own choice.

I. GENERAL CHURCH HISTORY

S301. History of Christianity in the Ancient World.—The development of the church in its relation to the political, social, intellectual, and religious life of the ancient world. The expansion of Christianity, the growth of church government, the development of the dogma and the evolution of Christian ethics in the ancient East and West until the recognition of the Christian church as the imperial state church. The effect of the decline of the Graeco-Roman civilization upon the Christian church. The formation of Eastern orthodoxy, the significance of Augustine and the importance of the Roman papacy. Mj., Autumn, PAUCK.

S302. History of Christianity in Medieval Europe.—The Christianization of Northern Europe after the great migration. The place of Christianity in early medieval feudalism. The ascendancy of the papacy as a world-power in its struggle against the German emperors. The rise of Western civilization under the influence of Latin Ca-

tholicism. The importance of the monastic orders for the development of Catholicism, especially its scholasticism. The decline of papal Catholicism as a world-power under the influence of the beginnings of modern civilization in nationalism, Humanism, and the Renaissance. Mj., Winter, PAUCK.

S303. History of Christianity in the Modern World (1500-1689).—Luther, the Reformation and Counter-Reformation. The expansion of Protestantism in the Western world under the influence of national political forces. The transformation of Catholic and Protestant Christianity. Mj., Spring, PAUCK.

S304. History of Christianity in the Modern World (1689-1914).—Mj., Autumn, PAUCK.

S306. History of Protestant Theology since Schleiermacher.—Mj., Spring, PAUCK.

S334. History of Dogma.—An outline of the development of Catholic dogma in the patristic and the scholastic periods until its codification (Trent and Vatican Councils) and its dissolution in the Reformation. Mj., PAUCK.

S338. Great Christian Leaders.—A survey of the history of Christendom under a biographical aspect. The life and work of great Christian personalities seen as dramatizations of the culminating periods of Christian history. Mj., PAUCK.

S348. Comparative History of Christian Denominations.—Eastern Christianity, Roman Catholicism, Anglicanism, and Protestantism in comparison, as seen in their historical development. Mj., PAUCK.

S360. The History of the Social Consciousness of the Christian Church.—The social ideals of Christianity from the beginning of the church until the establishment of Calvinism. Mj., PAUCK.

302. Christianity and the European Nations (A.D. 800-1600).—The church and culture in the Carolingian Empire; Christianity in feudal Europe; ascendancy of the papacy as a world power; religious revivals and intellectual movements of the middle ages; new social and intellectual forces—nationalism, town life, the New Learning; the religious revolution of the sixteenth century; ideals and achievements of Luther, Calvin, Loyola; the character of early Protestantism. Mj., Winter, MCNEILL.

303. Christianity and the American People.—A survey of the rise and development of Christianity in America. The significance of religion in the founding of the colonies and the development of their life; the rise of denominational organizations and church institutions; influence of the Church on the rise of nationalism; religious forces in the critical periods of American history; development of religion amidst conditions peculiar to America. Mj. (or M. either Term), Summer, First Term, SWEET; Second Term, GARRISON; Autumn, SWEET.

408. Research.—Mj., every quarter, CASE, MCNEILL, SWEET.

II. HISTORY OF CHRISTIANITY IN THE ROMAN EMPIRE

310. Jesus in Christian History.—A study of characteristic types of interest in the earthly career of Jesus from the time of his death down to the present. Particular attention will be given to those periods in the history of Christianity when his interest was keenest, e.g., the age when canonical and uncanonical gospels were written, and the nineteenth and twentieth centuries when many new lives of Jesus have appeared. Mj. (or M. either Term), Summer, First Term, E. F. SCOTT; Second Term, CASE.

312. Founders of the Church.—A survey of the activities and interests of those persons most immediately concerned with the development of the Christian society, from the days of its earliest spontaneous life down to the time of its crystallization into an elaborately organized and officered institution with a new scriptural canon, a highly developed ritual and an ecclesiastically approved creed. Mj. (or M. either Term), Summer, First Term, E. F. SCOTT; Second Term, CASE.

412. Monuments of Early Christianity.—A survey of the non-literary sources of information for the history of Christianity in the Roman Empire; interpretation of the archaeological remains as shedding light on the personnel, customs, rites, beliefs, and culture of the Christian societies; the reading of the principal inscriptions. A research course. Mj., Spring, CASE.

III. HISTORY OF CHRISTIANITY IN WESTERN EUROPE

S339. Calvinistic Reformation.—On the Continent and on the British Isles. M., Summer, Second Term, ROCKWELL.

S341. Contemporary Culture as an Outgrowth of the Reformation.—The influence of the Reformation on politics, philosophy, art, national character, etc. M., 2 hours a week, PAUCK.

S345. Religion in England in the Sixteenth and Seventeenth Centuries.—M., Summer, Second Term, ROCKWELL.

S440. Luther.—A seminar on Luther's religion. Mj., PAUCK.

S442. Calvin.—A seminar on Calvin's religion. Mj., PAUCK.

S443. Erasmus and Humanism.—A seminar. Mj., Winter, PAUCK.

330. The Celtic Church.—Christianity in Roman Britain; the Welsh church of the sixth century; conversion of the Irish; character of the Irish church; Irish monastic missions and the spread of Celtic Christianity in Britain and on the Continent; absorption of Celtic in Roman Christianity; the Celtic contribution to medieval culture. Mj., Autumn, MCNEILL.

336. Luther and the Rise of Protestantism.—The church and the social order in Europe at the opening of the sixteenth century. Luther's environment and development to the publication of his theses; his new beliefs compel the rejection of Roman practices and papal claims; emergence of Lutheranism; it dissociates itself from sectaries, humanists, and social revolutionaries; reconstruction of the church; principles of worship and standards of doctrine; the princes and the armed defense of Protestantism; outcome of the Lutheran revolution in Germany. Lutheranism beyond Germany. M., Summer, First Term, MCNEILL.

342. The Reformation in England.—Organization and life of the English church in the Middle Ages; reforming efforts of Wyclif; rise of English nationalism; the Tudor monarchy and the papacy; influence of humanism and of Lutheranism; reform and reaction under Henry VIII; the course of reform under Edward VI; the Counter-Reformation under Mary; the Elizabethan Settlement; characteristics of later Anglicanism. Mj., Autumn, MCNEILL.

D343. Development of Religious Liberty.—Development of the theory and practice of intolerance; medieval solidarity and the pioneers of liberty; effect of the Renaissance on civil and religious liberty; the rise of national churches; attitudes of Roman Catholicism and Protestantism toward freedom of conscience; non-conformity in England; growth of religious liberty in America. M., Winter, GARRISON.

346. Puritanism and Nonconformity.—The Puritan type in religion, expressions of Puritanism in the Reformation period; the Marian exiles and the rise of Puritanism; Separatism and Presbyterianism in the Elizabethan period; Puritanism and the Stuart monarchy; triumphs and failures of Puritanism; the principles of comprehension, toleration, and uniformity in the Restoration epoch; the Great Ejection; survival and development of nonconformity; nonconformity and the Evangelical Revival. Mj., Winter, MCNEILL.

D348. European Christianity from the Reformation to the French Revolution.—Mj., Autumn, GARRISON.

D350. The Rise of Modernism in Europe.—Political, social, and intellectual movements from the French Revolution to the present, as affecting the practice of religion and the course of religious thought. Democracy and the reactionary movement; romanticism and idealism; ultramontanist and modernism; the historical and critical spirit; relations of church and state in France, Italy, and Germany; the World War and its effects on religion. Mj., Winter, GARRISON.

355. The Church and Society in the Middle Ages.—This course will discuss, on the basis of actual conditions, the social aims of medieval Christianity. Writings which set forth ideals of a Christian society, projects of social reform, and ecclesiastical legislation on matters of social duty will be examined. A general review of the *Civitas Dei* concept

and its interpretation in the early Middle Ages, will be followed by a study of relevant materials of the twelfth, thirteenth, and fourteenth centuries. M., Summer, First Term, MCNEILL.

454. Types of Christian Society.—An examination of the Christian ideals of society typical of different periods of Christian history; the notion of the *Civitas Dei* and the medieval papal world-state; late medieval and Reformation forms of the theocratic ideal; secular Erastianism of the Enlightened Despots; conception of a free church in a free state; contemporary forms of the problem of the relations of church and social order. Students will report on selections from medieval, Reformation, and modern works on church government and political theory. A research course. Mj., Spring, MCNEILL.

IV. HISTORY OF EASTERN CHRISTIANITY

S324. The Church in the Eastern Roman Empire.—The development of separatist consciousness in the eastern half of the Roman Empire from the reign of Constantine to the fall of Constantinople in 1453; the effect of the imperial policy upon the church; separation of the Eastern from the Western churches; causes of the downfall of the Eastern Empire. Mj., Winter, SPINKA.

S340. Great Leaders of Eastern Christendom.—This course comprises a study of the lives and influence of the outstanding religious leaders of Eastern Christendom. It deals with all the major national groups and includes such characters as Origen. Athanasius, Basil, Chrysostom, Ephraim, John of Damascus, Patriarch Photius, Cyril and Methodius, St. Sava, V. S. Solovev, and others. Mj., SPINKA.

S344. The Reformation in Slavic Lands.—A course comprising the Reformation movement in Bohemia, Poland, and among the Yugoslavs. Consideration is given to the Husite movement, the rise of the *Unitas Fratrum*, the relationship of the Bohemian non-catholic groups to Luther and other reformers, and the debacle of the Reformation movement in 1620. In Poland, the study comprises the development of the strong groups of Calvinists, Lutherans, Bohemian Brethren, and the Socinians. As for the Yugoslavs, consideration is given to the reform movement in Croatia. Mj., SPINKA.

S352. Eastern Orthodoxy as a Cultural Force.—The social life, literature, and arts of the Byzantine Empire, Russia, the Balkans, and other predominantly Orthodox countries as affected by the cultural influence of the Eastern Orthodox churches. The importance of Eastern monasticism in this respect, and the rôle it played in the various countries under consideration. Prerequisite: 324 and 356. Mj., SPINKA.

S354. Post-War Eastern Christendom.—A study of the effect of the World War upon the constituent communions of Eastern Christendom and their present situation. The principal movements of thought and reform within these groups. Mj., Spring, SPINKA.

S356. The Eastern Orthodox National Churches.—The rise and development of national Orthodox churches in Russia, Greece, Yugoslavia, Bulgaria, and Roumania; also the later history of the patriarchates in the Turkish Empire. The separated churches (the Nestorian, the Armenian, the Coptic, and the Ethiopian) are also briefly considered. Mj., SPINKA.

S358. History of the Church of Russia.—The development of the Russian Orthodox church from the time of introduction of Christianity to the present day; a detailed study of the Russian church under the Soviet régime. Mj., SPINKA.

V. HISTORY OF CHRISTIANITY IN AMERICA

364. Nationalizing the American Churches, 1775-1800.—A study of constitution-making by the American churches during and following the American Revolution, together with a consideration of the relation of church and state. Mj., Winter, SWEET.

368. The Makers of American Christianity.—This course will approach the history of the church in America during the Colonial Period primarily from the biographical angle. The contributions of such leaders as Bradford, the Mathers, John Cotton, Roger Williams, William Penn, Jonathan Edwards, George Whitfield, the Tennents, Isaac Backus, Muhlenberg, Zinzendorf, Thomas Bray, and Francis Asbury will be studied and appraised. Mj., Autumn, SWEET.

371. Slavery Schisms within the American Churches.—This course will cover the period from 1820 to the outbreak of the Civil War, and will deal principally with the effect of Negro slavery upon the American churches, and especially with the slavery schisms in the Baptist and Methodist churches and the slavery controversy among the Presbyterians. M., Summer, First Term, SWEET.

380. Roman Christianity in Colonial Latin America.—The religious motive in Spanish expansion; the part played by the Roman church in the colonization and conquest of Spanish and Portuguese America; the work of the Franciscans, Dominicans, and the Jesuits and their missions to the Indians; and the organization, administration, and development of the Roman church in South and Central America to 1800. Mj., Winter, SWEET.

382. The Church in the Age of Big Business.—A study of the growth and development of the American churches from 1865 to 1914. Mj., Spring, SWEET.

D386. History of the Disciples.—Historical and philosophical backgrounds; religious conditions in America at the beginning of the nineteenth century; beginning of an independent movement; early relation and separation of Baptists and Disciples; growth, development of organization, and progress of thought among the Disciples; their journalistic, educational, and missionary enterprises. Mj., Autumn, GARRISON.

D388. Life and Times of Alexander Campbell.—Mj., Summer, Second Term, GARRISON.

466. The Church and the Early Frontier.—A research course devoted largely to the western movement of population following the Revolution; frontier life; religion in the frontier settlements; frontier revivals; the rise of the camp meeting and other frontier institutions; adjustments of the churches to meet the needs of the New West; types of frontier preaching; the pioneer missionary and the outstanding religious leaders of the frontier; the rise of the Disciples and Cumberland Presbyterian churches and other frontier schisms; rivalries and controversies among frontier churches. Mj., Autumn, SWEET.

Christian Theology

ARTHUR CUSHMAN MCGIFFERT, JR., A.M., D.B., Professor of Christian Theology.

* CLARENCE AUGUSTINE BECKWITH, S.T.D., Professor Emeritus of Christian Theology.

WILHELM PAUCK, LIC. THEOL. (Berlin), Professor of Ecclesiastical History and Historical Theology.

H. G. WOOD, M.A., Director of Studies, Woodbrooke Hall, and Professor of New Testament Literature and Church History in the Selly Oak Colleges, Birmingham, England (Summer, 1931).

SHAILER MATHEWS, A.M., D.D., LL.D., Professor of Historical Theology; Chairman of the Department of Christian Theology and Ethics in the University.

HENRY NELSON WIEMAN, PH.D., Professor of Christian Theology in the University.

EDWIN EWART AUBREY, A.M., D.B., PH.D., Professor of Christian Theology in the University.

*Deceased.

The central and most important part of the work of the Department of Christian Theology lies in the division of Constructive Theology. Its aim is to acquaint the student with the chief problems and interpretations in the field of theology and to help him formulate his own convictions in terms of contemporary life. Courses S301, S302, and S303 are an introduction to the body of doctrine which forms the subject matter of Christian preaching and teaching. Other courses generally presuppose this outline treatment and provide opportunity for detailed study of particular

topics. The divisions of the history of doctrine, ethics, apologetics, and the philosophy and psychology of religion include courses which supplement and give background to the main subject. The Divinity School of the University offers electives in a wide range of study.

Students who wish to specialize in Theology for the B.D. degree are advised to select (in addition to the three introductory courses) three or more courses from the general field of Theology.

Higher degrees in Christian Theology are given in accordance with the regulations of the University.

I. HISTORICAL THEOLOGY

S304. The History of Dogma (Church History S334).—An outline of the development of Catholic dogma in the patristic and the scholastic periods until its codification (Trent and Vatican Councils) and its dissolution in the Reformation. See also announcement in the Department of Church History. Mj., PAUCK.

S306. History of Protestant Theology since Schleiermacher.—Mj., Spring, PAUCK.

S313. The History of Christian Doctrine I.—The Patristic Period. Mj., PAUCK.

S314. The History of Christian Doctrine II.—The Scholastic Period. Mj., PAUCK.

S315. The History of Christian Doctrine III.—The Reformation of Modern Period. Mj., PAUCK.

S317. Development of American Religious Thought.—Mj., Winter, MCGIFFERT.

S417. Jonathan Edwards.—Research course. Mj., MCGIFFERT.

S418. Horace Bushnell.—Research course. Mj., Spring, MCGIFFERT.

201. Survey Course.—The evolution of Christian religion. Mj., Autumn, MATHEWS.

304. Outline of the History of Doctrine.—The Development of Christian doctrine since the New Testament times. Mj., Summer, AUBREY.

321. The History of the Doctrine of Atonement.—Mj., Spring, MATHEWS.

II. CONSTRUCTIVE THEOLOGY

S302. Christian Theology I.—Introduction to the study of theology; the ascending scale of human needs; the place of Jesus in the life of the Christian. Mj., Autumn, MCGIFFERT.

S301. Christian Theology II.—The God of the Christian. Mj., Winter, MCGIFFERT.

S303. Christian Theology III.—The Christian life, the church, the Kingdom of God. Mj., Spring, MCGIFFERT.

Courses 301, 302, and 341, given by Professors Mathews and Aubrey of the Divinity School, are equivalents of these courses.

S332. Prayer.—MCGIFFERT.

S419. Experience and Theology.—The interpretation of the experience of individuals in trouble from the standpoint of the theologian. Large use will be made of biographical, autobiographical, and other case material. Joint research course. Consent of instructors required. Mj., Autumn, MCGIFFERT, BOISEN.

450. Social and Theological Factors in Salvation.—A study of the joint contributions of theology, ethics, sociology, and psychology to the reconstruction of the individual. Prerequisite: Six courses in social ethics and theology or the equivalent. Consent of instructors required. Joint seminar. HOLT, MCGIFFERT, MULLENBACH, BOISEN.

301. Systematic Theology I.—Introduction. The task and the method of systematic theology; the Christian doctrine of God; the Christian view of man and sin. Mj., Summer, First Term, MATHEWS; Second Term, AUBREY; Mj., Autumn, MATHEWS.

302. Systematic Theology II.—The Christian doctrines of salvation, and the person and work of Christ. Mj., Winter, MATHEWS.

436. The Conceptions of God in Modern Thought.—A research course. Mj., Autumn, AUBREY.

III. CHRISTIAN ETHICS

341. Christian Ethics.—The principles of Christian living in the organization of personal habits and in the introduction of Christian ideals into social, economic, and political relations. Mj., Spring, MATHEWS.

370. Religion in the College Curriculum.—M., Summer, First Term, AUBREY.

See courses on Religion and Social Adaptation, Christianity and Modern Vocational Ethics, etc. in the Department of Social Ethics.

IV. APOLOGETICS

S335. Christianity and Humanism.—Mj., MCGIFFERT.

S352. Living Issues in Religious Thought.—M., Summer, Second Term, Wood.

S356. Psychological Aspects of the Christian Life.—Mj., MCGIFFERT.

251. Religion and Modern Science.—Mj., Winter, AUBREY.

352. Christian Theology in Relation to Modern Philosophical Ideals.—Mj., Autumn, AUBREY.

353. Christian Ethics in Relation to Modern Social and Ethical Movements.—Mj., Winter, AUBREY.

356. The Spiritual Interpretation of History.—M., Summer, First Term, MATHEWS.

V. PHILOSOPHY AND PSYCHOLOGY OF RELIGION

361. Psychology of Religion.—Mj., Spring, WIEMAN.

362. Philosophy of Religion.—Mj., Summer, Autumn, WIEMAN.

363. Philosophy of Theism.—M., Summer, Second Term, WIEMAN.

365. Religious Aspects of the Theory of Knowledge.—M., Summer, Second Term; Mj., Autumn, WIEMAN.

366. Religious Aspects of the Theory of Value.—M., Summer, First Term; Mj., Autumn, WIEMAN.

461. Christian Theology and Current Psychology.—Prerequisite: C.T. 301, 302, 361. Mj., Spring, WIEMAN.

466. Religion and Theories of Value.—Research course. Prerequisite: C.T. 301, 302, 361. Mj., Spring, WIEMAN.

Comparative Religion

ALBERT EUSTACE HAYDON, A.M., D.B., PH.D., Professor of History of Religions in the University.

299. Introduction to the Study of Religions.—Mj., Summer (or M. either Term), HAYDON.

302. Introduction to the Study of Religions.—Mj., Autumn, HAYDON.

303. History of Religions I.—Indo-European Religions (India, Iran, Greece, Rome, Teuton, Celts, and Slavs). Mj., Winter, HAYDON.

304. History of Religions II.—Religions of the Far East (China, Japan, Egypt, Babylonia, Assyria, Judaism, and Islam). Mj., Spring, HAYDON.

342. **The Ideal of the Good Life in the Great Religions.**—Mj., Winter, HAYDON.
 351. **Types of Religious Philosophy.**—Oriental and Western. Mj., Summer (or M. either Term), HAYDON.
 352. **Philosophy of Religion.**—Mj., Spring, HAYDON.
 441. **The Great Gods of Mankind.**—Their Origin, History, and Meaning. Mj., Autumn, HAYDON.

Social Ethics

ARTHUR ERASTUS HOLT, PH.D., D.D., Professor of Social Ethics.
 GRAHAM TAYLOR, A.B., A.M., D.D., LL.D., Professor Emeritus of Social Ethics.
 SAMUEL KINCHELOE, A.M., PH.D., Assistant Professor of the Sociology of Religion.
 CARL ROMIG HUTCHINSON, D.B., Research Associate.
 JAMES MULLENBACH, D.B., LL.D., Lecturer in Social Ethics.

SHAILER MATHEWS, A.M., D.D., LL.D., Professor of Historical Theology in the University.
 PAUL HOWARD DOUGLAS, PH.D., Professor of Industrial Relations in the University.
 HARRISON ALLEN DOBBS, A.B., Associate Professor of Social Economy in the University.

Christianity as a social force is always in touch with the social order. It comes in conflict with the social order in its ethical codes. The church as an institution is molded and shaped by the social forces which are abroad in society. Individual Christians meet the crises of their lives in the conflicts of the social order. In the courses planned in the Department of Social Ethics, an attempt is made to recognize and evaluate these social contacts of Christianity. Great emphasis is laid on the study of the actual situations and in the report of these situations to the class by the case method. Because of the close alliance existing between this department and the sociological departments of the University, ample opportunity is given to the student to pursue studies not covered in the curriculum of the Seminary.

Courses 343, 346, 348, 352, 446, 447, 448, and 450 count as Seminary courses and may be taken as such without regard to the two and one rule (see page 12, paragraph 2).

343. **The Development of the Social Consciousness of the American Church.**—A study of the social attitude of the American Protestant churches during the Colonial Period, the settlement of the prairies of the West and the modern Industrial Period. Mj. (or 2 minors), Summer; Mj., Autumn, HOLT.

S344. **Religion and Community Adaptation.**—A study of the principles involved in social adaptation on the part of the church with reference to types of urban communities. M., Summer, First Term; Mj., Spring, KINCHELOE.

S345. **Religion and the Major Social Evils.**—A case study of individuals in which there will be an attempt to discover the major evils which prey upon the life of men. Special attention will be given to the part which religion plays in man's struggle against these evils. Mj., Spring, MULLENBACH.

346. **Urbanization and Rural Urban Conflict.**—A course dealing with the conflict between urban and rural life and the significance of this for the church. Mj., Spring, HOLT.

S347. The Church and a Factory Civilization.—A course dealing with the motivation and organization of modern industrial life and the part which the church may play in this process. Mj., Winter, MULLENBACH.

348. Christianity and Modern Vocational Ethics.—An inductive study of the developing ethical codes of modern social groups. Mj., Winter, HOLT.

S349. Parish and Community Surveys.—Students will be given instruction and experience in various types of survey methods. Mj., Autumn, KINCHELOE.

352. The Church and the Family.—A historical survey and a description of the types of families in America. M., Summer, First Term; $\frac{1}{2}$ Mj., Winter, HOLT.

S353. The Sociology of Religion.—A general background course dealing with the human nature basis of religious experience in the individual, the formulation of religious groups, and the relation of religious groups to cultural, political, and economic movements. It will seek to analyze the place of religious leadership—the medicine man, the priest, the poet, the prophet, and the reformer—in the life of the group. It will treat from a sociological viewpoint the denomination, the sect, and the schism; the differentiation and resemblance of the structure and functioning of religious and secular institutions; the sanctions of the church and the nature of the social control which is exercised by it. Mj., Winter, 1932, KINCHELOE.

446. Research in Urban Religious Life.—Special attention will be given to methods of studying problems in urban religious development. Mj., Autumn, HOLT, KINCHELOE.

447. Research in Urban Religious Life II.—Special attention to unusual problems developing in urban communities. Mj., Winter, HOLT, KINCHELOE.

448. Research in Urban Religious Life III.—This course is open to students engaged in urban research. Mj., Spring, HOLT, KINCHELOE.

Prerequisites for 446, 447, 448 will be S344 and S349 or equivalent and consent of instructor.

450. Social and Theological Factors in Salvation.—A study of the joint contributions of theology, ethics, sociology, and psychology to the reconstruction of the individual. Large use will be made of biographical, autobiographical, and other case material. Prerequisite: six courses in social ethics and theology or the equivalent. Consent of instructors required. Joint seminar. HOLT, MCGIFFERT, BOISEN, MULLENBACH.

342. Church and Society.—Mj., Winter, MATHEWS.

S.S.A. 390. Introduction to Case Work.—Mj., Winter, DOBBS.

Practical Theology

ALBERT WENTWORTH PALMER, D.D., LL.D., President and Professor of Practical Theology.

*FRANK GIBSON WARD, A.M., Ph.D., D.D., Dean and Professor of Religious Education.

*OZORA STEARNS DAVIS, Ph.D., D.D., LL.D., Professor of Practical Theology.

FRED EASTMAN, Litt.D., Professor of Religious Literature and Drama.

WALKER MOORE ALDERTON, A.M., D.B., Director of Student Field Activities.

MRS. CLARA ETHEL POWELL, A.M., Ph.D., Assistant Professor of Religious Education.

CARL ROMIG HUTCHINSON, A.B., D.B., Research Associate.

CECIL MICHENER SMITH, A.M., Assistant Professor of Music.

ANTON T. BOISEN, M.F., A.M., Professorial Lecturer.

VON OGDEN VOGT, A.M., D.B., L.H.D., Lecturer on Religion and the Fine Arts.

ROBERT CASHMAN, Lecturer in Church Business Administration.

GAUIS GLENN ATKINS, D.D., Professor of Homiletics, Auburn Theological Seminary (Summer, 1931).

ANDREW L. DRUMMOND, Ph.D., Lecturer on Religion and Fine Arts (Summer, 1931).

RICHARD H. EDWARDS, A.B., Executive of National Council on Religion in Higher Education and United Religious Work in Cornell University (Summer, 1931).
ELLWOOD E. GASKILL, Assistant in Music (Summer, 1931).
CLIFFORD GEORGE MANSHARDT, A.M., PH.D., Director, Nagpada Neighborhood House, Bombay, India (Winter, 1932).

WILLIAM CLAYTON BOWER, A.M., Professor of Religious Education in the University.
EDWIN EWART AUBREY, D.B., PH.D., Professor of Christian Theology in the University.
CHARLES WHITNEY GILKEY, D.B., D.D., Professor of Preaching in the University.
ARCHIBALD GILLIES BAKER, PH.D., Associate Professor of Missions in the University.
CHARLES THOMAS HOLMAN, A.M., D.B., Associate Professor of Pastoral Duties and Director of Vocational Training in the University.
ERNEST JOHN CHAVE, D.B., PH.D., Associate Professor of Religious Education in the University.
EDMUND S. CONKLIN, PH.D., Professor of Psychology, University of Oregon (Summer, 1931).

*Deceased.

The subdivisions of the Department of Practical Theology are made in accordance with the increasing demand of the church and society for varied types of Christian ministry. The Preaching and Parish Ministry represents the established order of church work for many generations past. It still holds the center of interest, and the modern demand upon the minister in these particulars is exacting. The courses outlined aim to meet the need in a fundamental way.

Mental hygiene and its bearing upon pastoral care is an important addition to the field of the parish ministry.

The ministry of Religious Education recalls early days in certain parts of the country when the teaching minister was a co-ordinate associate of the preaching minister. The present-day revival of the teaching function within the church is making the work of religious education attractive to young men and women. It is possible in building upon this foundation to take advantage not only of the courses listed here but also of many others given in the School of Education.

Christian Service and Missions suggest the extension of the work of the church, as at home and abroad it seeks to serve the community and the world at large. The turn of events within the last score of years has opened new fields of service and has broadened old ones. This is calling constantly for new courses to meet the situation and to take advantage of new opportunities.

Today as never before it is being recognized that one of the greatest sources of power and inspiration for the preacher is to be found in literature—drama, biography, essay, novel, poetry. To tap this reservoir of power diversified courses are being offered in the Seminary. Music and the Fine Arts are also coming into their own in the training of the modern

minister. The Seminary has responded to this need by offering seven courses in music and three in art and architecture.

The degree of A.M., given by the University of Chicago, may be arranged for within the Department of Practical Theology. The requisite hours of work and the selection of courses may be determined in consultation with the head of that department of the University.

I. PREACHING AND PARISH MINISTRY

S301. Principles of Preaching.—Nature and function of the sermon; sources, development, content, literary form, aim, component parts, and logical and psychological sequence. Inductive study of typical preachers. Mj., Winter, PALMER.

302. Preparation and Delivery of Sermons.—Practice in preaching in Joseph Bond Chapel with criticism by the class and the instructor. Private conferences on sermon organization. Prerequisite: 300, and 301 or S301, and Pub. Sp. 221. M., Summer, Second Term, ATKINS; Mj., Spring, GILKEY, PALMER, EDWARDS.

S303. The Use of the Bible in Preaching.—The Bible regarded as the primary source of material for sermons. Selected passages covering all types of biblical literature; sermon plans developed; the principles of interpretation practically applied. $\frac{1}{2}$ Mj., Autumn, PALMER; Summer, Second Term, ATKINS.

S308. The Twentieth Century Pulpit.—A study of outstanding preachers of the present time, their methods, materials, and ideals. Mj., Spring, 1932, PALMER.

S311. Field Work Course.—Designed to acquaint the student at first hand with the primary tasks of leadership, and to provide practical experience with a definite club, class, or young people's group. Each student will make an analysis of the organization and aims of the institution with which he is connected. Discussion of common problems, pertinent readings on programs and theory, regular reports both oral and written, and occasional field trips to study institutions. Required of all students doing supervised field work. A minimum of seven hours of field work and an hour and a quarter of class work weekly through the year. Mj., ALDERTON AND POWELL.

S315. Christian Worship.—Character and importance of worship; origin and comparison of the great liturgies; study of church architecture as influencing the conduct of Christian worship; construction of appropriate liturgical forms. M., Summer, First Term, DRUMMOND; $\frac{1}{2}$ Mj., Winter, PALMER AND SMITH.

S316. Appreciation of the Old Testament.—Presupposes a knowledge of critical processes as represented in O.T. 315-17; an attempt to familiarize the student with its most significant passages and to appraise the value of its various parts for current use. $\frac{1}{2}$ Mj., Winter, PALMER.

S317. Appreciation of the New Testament.—A survey course designed to acquaint the student more thoroughly with the content of the New Testament, and to appraise the value of its various parts for current use. It presupposes a knowledge of critical processes and results as represented in N.T. 302. $\frac{1}{2}$ Mj., Spring, 1932, PALMER.

S318. Pastoral Care.—The purpose of the course is to prepare the student for the religious care of a modern parish. Consideration is given to the contribution of mental hygiene to the minister's understanding of personality and to wise and tactful dealing with people facing personal problems and temptations. Mj., Autumn, 1932, PALMER.

S321. The Case Method in Church Work.—The theory of pastoral service is studied; specific cases presenting moral and religious problems are discussed; the diagnosis and treatment of cases of conscience are practically considered. Mj.

S322. Church Administration.—A survey of activities and aims in the church of today; study of outstanding churches in town, country, and city; the minister as preacher, pastor, and administrator. Mj., Autumn, PALMER AND CASHMAN.

S323. Rural Religious Life.—A study of rural situations, including surveys of town and country fields, analysis of church programs and community institutions. Personal conferences with instructors and frequent field supervision. Open to students in charge

of town and country churches, and to those engaged in related research. $\frac{1}{2}$ Mj., Winter; $\frac{1}{2}$ Mj., Spring, ALDERTON AND HUTCHINSON.

S327. Types of Religious Experiences and Personality Disorders.—A study of morbid mental states from the standpoint of their implications for the religious teacher and educator. Mj., Autumn, BOISEN.

S328. Conference on Practical Problems of the Minister.—How to deal with challenging conditions in contemporary life and thought. Definite problems to be selected by the class. Discussion method. Open to seniors only. $\frac{1}{2}$ Mj., Spring, PALMER.

S329. Preaching on Current Issues.—Discussions and outlines on problems confronting the modern minister. Students' preference will determine choice of topics. Prerequisite: one course in homiletics. $\frac{1}{2}$ Mj., Spring, PALMER.

S378. Co-operative Protestantism.—A study of the aims, objectives, and present achievements of Protestant co-operation, and of the agencies through which co-operative work is accomplished. The work of community churches, comity commissions, city and state church federations, the Federal Council of Churches of Christ in America, the World Conference on Faith and Order, the Universal Christian Conference on Life and Work, and other interdenominational organizations will be critically examined. M., Summer, Second Term, HOLT, ALDERTON.

S201. The Business Administration of the Church.—A study of the pastor's relations to the church and community, including the principles of church finance, advertising and publicity, office management, correspondence, filing, conventions, and the general organization of the church. M., Summer, Second Term, CASHMAN.

300. Sermon-Making. I.—A study of plan and structure. The effective organization of material, the art of illustration, the treatment of texts. $\frac{1}{2}$ Mj., Autumn, Tu. and Th., GILKEY.

301A. Sermon-Making. II.—Continuation of 300, with special reference to the organization of sermons in series. $\frac{1}{2}$ Mj., Winter, Tu., and Th., GILKEY.

303. The Use of the Bible in Preaching.—Lectures on, and practice in, the relation of the biblical material to modern conditions and needs. Mj., Winter, GILKEY.

311. Church and Community Surveys.—Each member of this class must have a position with a church which affords a real laboratory. The student will be required to make a survey of his own field of work in order to discover the relevant facts in both church and community upon the basis of which a church program may be projected. $\frac{1}{2}$ Mj., Autumn, HOLMAN.

312. The Building of Church Programs.—The development of church programs upon the basis of survey findings will be considered. Each student will be required to prepare a program for a specific church for immediate use and to formulate tentative objectives for a long-time program of advance. $\frac{1}{2}$ M., Winter, HOLMAN.

313. The Church in America.—The work of the church in America, in its varied denominational expressions, will be studied, including the objectives, programs, resources, and actual present achievements of these bodies. Each student will be required to investigate the work of his own denomination and to consider the manner in which his own task gears into the total program. $\frac{1}{2}$ Mj., Spring, HOLMAN.

314. The Work of the Pastor.—An examination of the work of the pastor in his immediate personal contacts and as leader of an organized church. Attention is given to pastoral visitation; the care and cure of souls; case records for use with individuals and families; team work with social agencies, physicians, psychiatrists, and others; the conduct of baptismal, marriage, and funeral services; the relation of the pastor to the program of the church and its subsidiary organizations, to other churches and agencies, and to the community. Mj., Spring, HOLMAN.

320. Organization of Church Work.—The technique of church and community surveys; the development of church programs upon the basis of survey findings; the projection of a program for a specific church and its subsidiary organizations for immediate use; and the formulation of tentative objectives for a long-time program of advance. M., Summer, First Term, HOLMAN.

321. The Pastor and Religious Education.—A consideration of religious education as a function of the church and of the pastor in his function as leader of the total parish

program, including religious education. Prerequisite: P.T. 240. M., Summer, First Term, HOLMAN.

322. Co-operative Protestantism.—A study of the aims, objectives, and present achievements of Protestant co-operation and of the agencies through which co-operative work is accomplished. The work of community churches, comity commissions, city and state church federations, the Federal Council of Churches of Christ in America, the World's Conference on Faith and Order, the Universal Christian Conference on Life and Work, and other interdenominational organizations will be examined. M., Summer, First Term (offered in 1932), HOLMAN.

Church History 324. The Preacher in the Ancient Empire.—Mj., Spring, CASE.

II. RELIGIOUS EDUCATION

S340. Introductory Case Studies in Religious Education.—Critical study of definite situations and communities; evaluation of church programs therein, with reference to personnel, teaching practice and materials in use. Mj., Autumn, POWELL AND ALDERTON.

S341. Building an Adequate Educational Program for the Local Church.—How to select and use printed curricula and resource material; the place of guided experience in shaping attitudes; the value of projects. Mj., Winter, POWELL AND ALDERTON.

S342. Professional Leadership in Religious Education.—Professional standards and ideals; the creation of programs; selection and training of local staff; supervision of activities and community relations. Mj., Spring, POWELL AND ALDERTON.

S343. Organization of Religious Education.—A study of the organized program of Religious Education from the standpoint of aims, methods, and administration; problems of instruction, leadership training, curriculum, worship, and the correlation of group activities; the place of the minister and director in the entire program; and the church and its community relationships. Mj., Spring, POWELL.

S350. Personnel Work with Youth.—The aim and scope of personnel work; a study of the personal interview and related techniques; influences affecting the moral and religious life of youth; procedures in discovering and remedying personal problems and difficulties. Mj., Winter; M., Summer, Second Term, POWELL.

S351. The Adult Education Movement in Its Relation to Morals and Religion.—Its underlying philosophy in respect to the individual and the community; a brief sketch of its history; its aims, and the agencies for adult education and their methods; technique of group discussion. M., Summer, Second Term, ALDERTON.

S352. The Teaching Values of the Bible.—The Bible and the new conception of the curriculum; the literary value of its material and its importance in character building; its adaptation to meet the modern needs of youth and adults. Mj., Autumn, Summer, POWELL.

371. Student Counseling.—A study of the chief problems of personality adjustment among undergraduates and the most available procedures for meeting them. M., Summer, First Term, EDWARDS.

240. The Principles of Religious Education.—An analysis of the process of religious education that is actually under way in the modern church for its fundamental assumptions, objectives, agencies, content, procedures, and relationships with other agencies. An evaluation of these aspects of the process in terms of the best current educational procedure. P.T. 240 or its equivalent is prerequisite to all courses in religious education. Mj., Autumn; M., Summer, 1932, First Term, BOWER.

343. Organization and Administration of Religious Education.—Basic considerations in organizing the church program of religious education; unification and gradation of its educational activities; job analysis of leadership required; methods of setting up programs for church school and other organizations of church over short and long periods; criteria for curriculum methods and materials; relationship to other agencies of the community. M., Summer, Second Term, 1932, CHAVE.

344. Character Education.—A study of the nature of character in its relation to personality. The factors that enter into the determination of character, and an evalua-

tion of these factors in the light of the trends of modern psychology. The nature of religion and the relation of religion to the factors involved in character formation. The integration of the influences exercised by the family, the church, the school, and the community in regard to the factors of character formation. M., Summer, First Term, 1931, BOWER.

345. Week-Day Religious Education and Daily Vacation Church Schools.—History of these movements to date; survey of existing types of organization; analysis of programs and techniques suitable for different ages and situations; problems and methods in supervision and administration. Mj., Spring; M., Summer, 1931, Second Term, CHAVE.

346. The Integration of Religious Education in the Local Church.—This course will consider our present situation as a consequence of the agencies of religious education operating in the churches or appealing to them for support, and the remedies proposed in the several denominational programs to meet this situation, in the quest for an integrated program of religious education in the local church. M., Summer, Second Term, HARPER.

348. Supervision in Religious Education.—Meaning and underlying principles of scientific co-operative supervision; application to the local church in various departments of work, to the Y.M.C.A. and Y.W.C.A., and to field work in denominational, interdenominational, and associational directors of Religious Education; techniques of training teachers and leaders on the job; problem of lifting teaching and other activities to a religious level; preparation and use of schedules; visitation and observation required and actual supervisory procedures practiced. Mj., Spring, 1932, CHAVE.

349. Psychology and Personality.—Factors involved in different personality patterns, growth changes in personality, problem of types, etc., presented as background material for studies of religious and religious educational problems. M., First Term, Summer, 1931, CONKLIN.

351. Religious Education of the Adult.—Psychology of early maturity and adult life; significance of religion and organized Christianity; critical evaluation of existing programs for adults in the church and related agencies; trends in modern adult-education movements; place of the church in adult life; problems in development of adult leadership; critical issues of personal and social life and organization of constructive programs for different adult groups. Mj., Spring, 1932, CHAVE.

352. Mental Hygiene and Religion.—Human behavior problems, of both adolescent and mature persons, analyzed in terms of both genetic psychology and the psychology of abnormal and border-line phenomena. Emphasis is placed upon types of problems met in student counseling and in pastoral work. M., First Term, Summer, 1931, CONKLIN.

353. The Curriculum of Religious Education.—Historical theories of the curriculum; the conception of the curriculum as enriched and controlled experience; the basic principles involved in this conception of the curriculum; the effect of this conception upon subject matter, method, and organization in religious education; critical comparative view of current trends in curriculum theory in the light of this conception. Mj., Autumn; M., Summer, 1932, First Term, BOWER.

354. The Technique of Teaching Religion.—A study of the historical development of method. The basic psychological factors involved in the learning process. An analysis of the process involved in the mastery of experience in terms of religious ideals and purposes. Mj., Winter, First Term, Summer, 1932, BOWER.

357. Types of Teaching Religion.—An analysis and criticism of various types of teaching technique; a consideration of the underlying educational assumptions involved in each; the development of criteria for judging the educational availability of the various types in the light of the significant trends of modern educational theory and practice. Mj., Spring, 1932; M., Summer, First Term, BOWER.

360. Introduction to Measurement in Religious Education.—Two days a week will deal with meaning and underlying principles of measurement in Religious Education; study of construction of questionnaires, rating scales, score cards, attitude scales, and other standardized tests; evaluating of available instruments. Two days a week will develop a working knowledge of statistics, measures of averages, variability, and correlation, and graphical presentation of data. Mj., Autumn, CHAVE.

361. Experimentation in Religious Education.—Study of experimental methods and experiments significant for the director and research worker in Religious Education; problem-situations requiring experimentation, necessary techniques, process of setting up and carrying an experiment through to a successful conclusion. Prerequisite: P.T. 360 or equivalent. Mj., Winter, CHAVE.

363. Personality Development in the Growing Child.—Significant factors affecting personality growth during the first twelve years of child life. The course will deal primarily with the normal child but will consider some of the methods of dealing with problem, delinquent, and exceptional children. It will review recent studies in pre-school, kindergarten, primary, and junior age groups, and will include such topics as heredity, laws of habit formation, emotions, desires and aptitudes, beginnings of morality, and religion. M., Summer, Second Term, CHAVE.

364. Religious Education of the Developing Child.—The psychological basis for religious training of the child; significance to growing personality of right religious conditioning; capacities for religious experience; study of methods materials, desired outcomes in the four periods—Beginners (birth to three years), Kindergarten (four to five years), Primary (six to eight), and Junior (nine to eleven). Primarily intended for directors or pastors seeking point of view for administration and supervision of the elementary division of the church. Mj., Autumn, CHAVE.

365. Religious Education of the Adolescent.—Basic patterns in the pre-adolescent period; developing characteristics in the adolescent period (twelve to twenty-four years); factors conditioning personality development; trends in character and religious education of this period; evaluation of existing organizations and programs; study of life situations and a constructive outline for religious education of high-school, college, and employed groups. Mj., Winter, CHAVE.

III. RELIGIOUS WORK IN COLLEGES AND UNIVERSITIES

370. Religion in the College Curriculum.—A study of the history, content, and method of courses in religion in the undergraduate curriculum, in the light of the functional view of education. Registrants are requested to bring outlines of courses offered in their institutions. M., Summer, First Term, AUBREY.

372. The Ministry of Religion to Present-Day Students.—A survey of the chief approaches to student religious experience. M., Summer, First Term, EDWARDS, GILKEY, AND OTHERS.

374. The Organization of Religious Activities among Men and Women.—M., Summer, First Term, BLANCHARD.

375. The Character-Building Resources of the College.—This course will critically examine the resources for character-building which inhere in the college as at present organized. Two major problems will be especially considered: how to develop and enrich the religious life of college students and how to equip college students to be teachers of religion to others. M., Summer, Second Term, HARPER.

453. Curriculum Construction.—A critical study of the processes of research, construction, and experimentation involved in a scientific procedure in curriculum-making in religious education. The application of these processes to actual curriculum construction. Prerequisite: 353 or permission of the instructor. Mj., Winter, BOWER.

456. Problems of Curriculum and Teaching Technique.—A detailed and critical study of particular problems arising out of curriculum theory and construction and teaching technique, limited to students who have pursued work in either of these fields. The course is adapted to the specialized interests of advanced students. A research course. Mj., Spring, BOWER.

465. Problems of Religious Education.—Prerequisite: 9 majors in Religious Education. Autumn, Winter, Spring, MEMBERS OF THE STAFF.

IV. RELIGION AND ART

RELIGIOUS LITERATURE AND DRAMA

S331. Religious Journalism.—Analysis and criticism of current writings in the religious field. Practice for the student in writing articles and editorials on religious subjects for various types of magazines. M., Summer, Second Term; Mj., Winter, EASTMAN.

S332. Biographies.—Studies of the lives of men and women—statesmen, artists, writers, scientists, and philosophers—who have profoundly affected the spiritual life of their generation. Mj., Spring, EASTMAN.

S333. Religious Drama.—A brief historical survey of the relation between religion and drama, followed by a reading and analysis of forty or fifty plays of spiritual power. The best modern dramas available for church use will be included. M., Summer, Second Term, Mj., Autumn, EASTMAN.

S334. Religious Drama Writing.—Project work in the creation of religious dramas for church use. The course in Religious Drama, S333, a prerequisite. Mj., Spring, EASTMAN.

S337. Drama Practicum.—A project course in the selection, direction, staging, and lighting of religious plays for the church or parish house. The course in Religious Drama, S333, a prerequisite. Mj., Winter, EASTMAN.

S338. Pageant Construction.—Project course in the creation of religious pageants including writing of text, selection of music, methods of organization, and production. Prerequisite: Religious Drama S333 or Music 201 or consent of instructors. Mj., Autumn, EASTMAN AND SMITH.

S339. The Religious Values of Literature.—A study of poems, novels, and essays which have religious significance and value for church work. Mj., Autumn.

Pub. Sp. S305. Interpretative Reading.—DAVIS EDWARDS.

ART

S335. Religion and the Arts.—A study of the contribution which art has made historically to religion, and of the psychological principles involved in the relationship of the two interests. Especial emphasis on Christian architecture. Mj., Spring, 1932, VOGT.

S335A. Church Architecture and Worship.—A study of the relation of architecture to worship, including the history of this relationship and suggestions for the construction of new churches and the remodelling of old ones to make them more worshipful. M., Summer, First Term, DRUMMOND.

S336. The Use of Art in Church Work.—A study of the practical uses of architecture, painting, and sculpture in preaching, education, and parish ministry. Visits to the Art Institute and collections of material. Mj.

MUSIC

The courses in music are designed to develop musical taste through understanding of the functions of religious music and through appreciation of its best traditions.

The historical courses are concerned with the evolution of sacred music in and out of the church. The critical courses consider the present condition of religious music and seek to establish intelligent judgment in its selection and administration. The practical courses provide opportunity for the study of the concrete problems of organizing and maintaining music, as the pastor or the church worker faces them in his church.

All students with proper vocal and musical qualifications are eligible to membership in the choirs of the University Chapel. Students with less preliminary experience may sing in the Seminary chorus.

Music 201. Practical Introduction to Church Music.—Elementary principles of the art of music; establishment of criteria for the selection of church music. Consideration of such practical problems as congregational singing, pulpit leadership, administration of the choir, etc. Informal singing of masterpieces of religious music. Autumn, Winter, Spring. One major for three quarters. SMITH.

Music 201. Practical Introduction to Church Music.—Choral singing; elementary principles of the art of music; consideration of such practical problems as pulpit leadership, congregational singing, administration of the choir, community singing, etc. M., Summer, Second Term, EVANS, GASKILL.

Music 211. Harmony.—This course, or its equivalent, required of all candidates for the Master's degree in the Department of Practical Theology, who write theses upon musical subjects. Mj., Winter, SMITH.

Music 301. History of Music in the Western Church. I.—A survey of the evolution of the music of the Christian church from its beginnings to the year 1600. Prerequisite: Music 201 or consent of instructor. Mj., Autumn, SMITH.

Music 302. History of Music in the Western Church. II.—The development of Christian music from 1600 to 1800. Prerequisite: Music 201 or consent of instructor. Mj., Winter, SMITH.

Music 303. History of Music in the Western Church. III.—The development of Christian music from 1800 to the present time. Prerequisite: Music 201 or consent of instructor. Mj., Spring, SMITH.

Music 331. Music and the Service of Worship.—The nature of the contribution of music to worship; comparison of the musical aspects of various liturgies; construction of appropriate musical and liturgical forms. Prerequisite: Music 201 or consent of instructor. Mj., Spring, SMITH.

Music 332. The Use of the Hymn Book.—A critical study of the modern hymn book and its particular part in the worship of the church. SMITH.

Music 351. Music and Religious Education.—The place of music in the church school and in the wide plan of religious education; subject matter, method, and organization. Mj., SMITH.

P.T. 338. Pageant Construction.—Mj., Autumn, EASTMAN AND SMITH.

V. CHRISTIAN EXPANSION IN THE INTERPEN- TRATION OF CULTURES

S396. Trends in Modern Missions.—A study of mission backgrounds, present mission practice, and tendencies, illustrated especially by the situation in India. Mj., Winter, 1932, MANSHARDT.

380. Christian Expansion and Culture Contacts.—Religion as an aspect of culture development; contemporaneous world-wide interactions between cultures and religions in different stages of development. Religious propaganda as one phase of this universal interplay of social and religious forces; what determines the outcome; the nature of the transformations thus produced. A study of sociological and psychological processes. Mj., Autumn, BAKER.

381. Principles of Missionary Propaganda.—Mj., BAKER.

382. The Technique of Missions.—The particular agencies and methods of the missionary enterprise. Religious Education on the foreign field; evangelical, medical, industrial, and social service work, and the relation of each to the total task. Mj., Spring, BAKER.

383. Agencies and Programs of World-Civilization.—A study of the various agencies which are working for the future of world-relationships, such as international commerce, politics and diplomacy, labor movements, Communism, Fascism, international philanthropy, and efforts at world-peace, in relation to the Christian program. The necessity of a larger fund of common ideals and culture. Mj., Spring, BAKER.

391. Interracial Contacts.—Factors—biological, economic, political, religious, and emotional—which produce ethnic groups and race conflict. Typical cases. Efforts at reconciliation and adjustment. Relation to missionary activity and to the ideal of world-fellowship. Mj., Summer, BAKER.

392. Christianity and Political Movements in the East.—A study of recent political movements, nationalist aspirations, and international complications, with special reference to China, Japan, India, and Moslem lands. The religious and moral significance of these. Mj., Autumn, BAKER.

393. Christianity and Other Religions.—Characteristic positions taken by Christian thinkers and by the International Christian Council at Jerusalem toward other religions and "secularism." Evaluation of these. The Christocentric gospel. In what sense can Christianity claim to be universal, unique, or final: Mj., Winter, BAKER.

395. Latin-America.—A general survey. Mj., BAKER.

480. Research in Culture Contacts.—An advanced course of research in culture interpenetration and missionary phenomena, serving as a training in methodology for the further investigation of such problems on the foreign field. Prerequisite: consent of instructor: Mj., Winter, BAKER.

COGNATE COURSES

C.T. 346. **Urbanization and Rural-Urban Conflict.**—Mj., Spring, HOLT.

C.T. 446. **Research in Urban Religious Life.**—Mj., Autumn, HOLT, KINCHELOE.

C.T. 447. **Research in Urban Religious Life.**—Mj., Winter, HOLT, KINCHELOE.

C.T. 448. **Research in Urban Religious Life.**—Mj., Spring, HOLT, KINCHELOE.

C.R. 301. **Outline History of Religions.**—HAYDON.

C.R. 302. **Introduction to the Study of Religions.**—HAYDON.

C.R. 303. **History of Religions. I. Indo-European Religions.**—HAYDON.

C.R. 304. **History of Religions. II. Religions of the Far East.**—HAYDON.

C.R. 343. **Ethics of Non-Christian Religious Systems.**—HAYDON.

C.R. 352. **The Modern World-View and the Great Religions.**—HAYDON.

Sociology 230. **Social Origins.**—FARIS.

Sociology 331. **The Mind of Primitive Man.**—FARIS.

Sociology 338. **Conflict and Fusion of Cultures.**—FARIS.

Sociology 332. **Races and Nationalities.**—PARK.

Anthropology 201. **General Introduction to Anthropology.**—COLE.

Oriental Languages 377. **History of the Moslem World.**—SPRENGLING.

Oriental Languages 378. **Mohammedan Religion.**—SPRENGLING.

Oriental Languages 466, 467, 468, 469. **Research in Mohammedan History, Religion, Philosophy, and Ethics.**—SPRENGLING.

Political Science 368. **International Organization.**—SCHUMAN.

History 359. **Far Eastern International Relations.**—MACNAIR.

Speech

DAVIS EDWARDS, A.M., Associate Professor of Speech.

W. H. GREAVES, A.M., Professor of Public Speaking, Yale University (Summer, 1931).

Christian religious workers have the greatest message in the world; but even the greatest message must reach people through the men and women who present it. It is, therefore, the first purpose of the Department of Speech to increase the power of religious leaders to present the Christian message in the pulpit, in the classroom, on the lecture platform, in conventions, conferences, social gatherings, and personal interviews. Effective leadership involves excellence in all of the four aspects of speech: thought, language, voice, and action. The prescribed course, 221, provides advanced practical training in speech habits. It should be taken during the first year of residence and if possible should be entered in the Autumn Quarter. It may be followed by other courses listed below.

The second purpose of the Department is to prepare teachers of Speech who have both a mastery of the principles of effective speech and thorough training in the field of religion. Such teachers should be able to train future religious leaders in speech habits, in preaching, in oral interpretation of the bible and other literature, and in such non-pulpit speaking as is required of religious workers in contemporary life.

Candidates for the degree of Master of Arts in Speech are subject to the general University regulations for the Master's degree and to the additional requirements of this department.

221. Fundamentals of Speech.—Advanced practical training for ministers and other workers in the field of religion. Correction of mannerisms. Development of effective mental, physical, and vocal habits for speaking and reading. Special attention to individual needs. The students meet as a class two hours a week during three quarters, and also receive private instruction by appointment. Prescribed. Mj., for three quarters. Autumn, Winter, Spring, EDWARDS; Summer, GREAVES.

222. Speaking and Reading.—The development of personal power through oral interpretation of masterpieces of literature and through preparation and delivery of short sermons, and addresses. M., Summer, First Term, GREAVES.

223. Vocal Expression.—Advanced training for pulpit and platform. The delivery of original sermons and addresses. Oral reading of the Bible, hymns, great sermons, and masterpieces of literature. M., Summer, Second Term, GREAVES.

P.T. 302. Preparation and Delivery of Sermons.—GILKEY, PALMER, EDWARDS. See page 42.

303. Voice.—Problems of the speaking voice on a scientific basis. Elimination of vocal defects; development of clear, rich, unaffected tone quality, distinctness of speech and interpretative vocal variety. Studies in the structure of the vocal mechanism, the functioning of the vocal mechanism, the physics of vocal sound, the psychological aspects of voice. Prerequisite: P.Sp. 221. Mj., EDWARDS.

304. Persuasion.—(1) An investigation of factors which determine human conduct; (2) projects in influencing conduct through various forms of speech, with special attention to problems in speech-making and preaching. Prerequisite: P.Sp. 221. Mj., EDWARDS.

305. Oral Interpretation of Literature.—The art of interpretative reading studied as a means of enjoying and sharing the significant experiences of biblical, classical, and contemporary literature. The technique of securing the exact, full meaning of the printed page; aesthetic and literary principles applied to oral interpretation of the Bible and of various literary forms such as poetry, stories, and drama; development of skill in making the substance of literature live in the imagination of audiences and congregations. Prerequisite: P.Sp. 221. Mj., EDWARDS.

306. Oral Interpretation of Poetry.—Literary and aesthetic principles applied to the oral interpretation of poetry; study of our moral and religious heritage as recorded in poetry; methods of making the experiences and the speech-music of poetry a significant part of the lives of modern men and women. Mj., EDWARDS.

307. Oral Interpretation of Drama.—Literary and aesthetic principles applied to the oral interpretation of representative classic and modern dramas; study of our moral and religious heritage as recorded in drama; methods of making the experiences of drama a significant part of the lives of modern men and women. Mj., EDWARDS.

308. The Psychology of Speech.—Among the problems considered in this course are the following: the nature of speech; the development of speech in the race and in the individual; speech in its relation to mental processes; vocal and physical manifestation of mental processes in speech; speech as a means of social adaptation and control; speech and personality. Mj., EDWARDS.

309. History and Criticism of Speech Methods.—A historical and critical study of the theory of speech from the early Greek rhetoricians to the investigators and teachers

of the present; the purposes, methods, and accomplishments of typical speakers of past and present studied in relation to their various historical backgrounds; application of the results of these studies to speech problems of the present day. Mj., EDWARDS.

310. **The Teaching of Speech.**—Purposes, programs, and methods of speech education; needs in speech training at the various levels of the American educational system; problems of teaching in the various divisions of the field of speech; special attention to the problems of training ministers and other workers in the field of religion. Mj., EDWARDS.

PARTIAL LIST OF COGNATE COURSES

- P.T. 300. Sermon-Making I.
- P.T. 301. Sermon-Making II.
- P.T. 303. The Use of the Bible in Preaching.
- P.T. 306. The Sermon in Adult Education.
- P.T. 314. The Work of the Pastor.
- P.T. S301. Principles of Preaching.
- P.T. S306. The History of Preaching.
- P.T. S308. The Twentieth-Century Pulpit.
- P.T. S315. Christian Worship.
- P.T. S337. Drama Practicum.
- P.T. 354. The Technique of Teaching.
- Church History 324. The Preacher in the Ancient Church.
- Oriental Languages and Literatures 376. Elements of Phonetics.
- Romance 305. Physiological Phonetics.
- Romance 405. Experimental Phonetics.
- Laryngology 7. Speech Defects.
- Anthropology 385. The Psychology of Language.
- Education 357. The Psychology of Learning.
- Psychology 355. The Psychology of Motives.
- Sociology 326. The Crowd and the Public.

Students Enrolled 1930-31

FELLOWS ON THE FORD FOUNDATION

- JENKINS, JAMES ALAN.....Chicago, Illinois
A.B., Amherst College, 1924. D.B., Chicago Theological Seminary, 1930.
- OSHIMO, RAYMOND KAKUICHI.....Tokyo-Chigai, Japan
A.B., University of Missouri, 1924. A.M., University of Chicago, 1926. D.B., Chicago Theological Seminary, 1927.
- PLATT, FERRY LUTHER, JR.....Kirwin, Kan.
A.B., Washburn College, 1925. D.B., Chicago Theological Seminary, 1929.

FELLOWS ON THE BLATCHFORD FOUNDATION

- JOHNSON, HERMAN CLIFFORD.....Kirwin, Kan.
A.B., Washburn College, 1925. A.M., University of Chicago, 1928. D.B., Chicago Theological Seminary, 1928.
- WILSON, HUGH VAN RENSSELAER.....Chicago, Ill.
A.B., Oberlin College, 1921. D.B., Chicago Theological Seminary, 1926.

FELLOWS ON LAPSED FELLOWSHIP

- VLASTOS, GREGORY.....Stamboul, Turkey
A.B., Robert College, 1925. D.B., Chicago Theological Seminary, 1929.
- FISK, CHESTER BALLOU.....Cleveland, Ohio
A.B., Princeton, 1927. A.M., University of Chicago, 1930. D.B., Chicago Theological Seminary, 1930.
- MAY, HERBERT GORDON.....Fair Haven, Vt.
A.B., Wesleyan University, 1927. A.M., University of Chicago, 1929. D.B., Chicago Theological Seminary, 1930.

GRADUATES OF COLLEGES AND UNIVERSITIES

- AARON, JOHN PONNIAH, s.*.....Madras, India
A.B., Northwestern University, 1930. Christian College, Madras, 1920-22.
- ADAIR, CYRIL HARRIS, s.....Ste. Anne de Bellevue, Quebec, Canada
A.B., McGill, 1929. D.B., Wesleyan Theological College, Montreal, 1921.
- AMY, CAROLYN ANNETTE, a.w.....Naperville, Ill.
B.A., North Central College, 1930.
- ATKINSON, DANIEL BENONI, s.a.w.....Albany, Mo.
B.A., Union Christian College, 1884. A.M., 1897. University of Chicago.
- BABCOCK, JAMES OSCAR, a.w.....New Hampton, Iowa
A.B., Cornell College, 1929. A.M., University of Iowa, 1930.
- BABCOCK, MARY HAYWARD, a.w.....Dysart, Iowa
B.A., Cornell College, 1927. University of Iowa, 1929.
- BALDWIN, EDNA AIKIN, sp.....Bangor, Me.
A.B., Northwestern University, 1921. A.M., 1923.
- BARBER, JULIA MARGARET, sp.a.w.....South Haven, Mich.
A.B., Kalamazoo College, 1925.
- BAXTER, MARJORIE FUGGLE, sp.....Monroe Center, Ill.
A.B., Syracuse University, 1928.
- BAXTER, NELSON IRVING, sp.....Monroe Center, Ill.
A.B., Syracuse University, 1928.
- BEASLEY, ARCHER WILBURN, s.....Crossville, Tenn.
A.B., Vanderbilt University, 1922. A.M., Emory University, 1927.

* NOTE.—“Sp.,” “s.,” and “a.” indicate residence during the Spring, Summer, and Autumn quarters, respectively, of 1930; “W.” indicates residence during the Winter Quarter of 1931.

- BERGER, CARL EDWARD, s. Escanaba, Mich.
A.B., North Central College, 1915. University of Minnesota, 1917.
- BEUMER, OLIVER CHESTER, a.w. Gage, Okla.
A.B., Winfield, Kansas, 1928. A.M., University of Iowa, 1930.
- BIERBAUM, MILTON ANDREW, sp.a.w. Edwardsport, Indiana
A.B., Elmhurst College, 1929. Eden Seminary, 1928-29.
- BISSELL, HENRY MARTIN, JR., s. McLaughlin, S.D.
A.B., Oberlin College, 1902.
- BISSEY, CHARLES JOSEPH, sp.a.w. Beaver Crossing, Neb.
A.B., North Central College, 1925.
- BLACK, OLIVER KENNETH, s. Greencastle, Ind.
A.B., DePauw University, 1928. Garrett Theological Seminary, 1928-30.
- BODDY, WILLIAM HENRY, a. Chicago, Ill.
A.B., Reed College, 1914.
- BOSLEY, HAROLD AUGUSTUS, s.a. Chicago, Ill.
A.B., Nebraska Wesleyan University, 1930.
- BOSLEY, MARGARET MARIE, s.a.w. Chicago, Ill.
A.B., Peru State Teachers College, 1927.
- BRENNEMAN, CURVIN ELMER, s. Prescott, Wis.
A.B., Lebanon Valley College, 1915.
- BREWSTER, CHARLES TREDICK, sp. Elkader, Iowa
A.B., Dartmouth, 1927.
- BROWN, LLOYD MARTIN, s. Vicksburg, Mich.
A.B., Albion College, 1925. D.B., Drew University, 1928.
- BURNAP, MARY MARGARET, s. Fergus Falls, Minn.
B.S., University of Minnesota, 1930.
- BUTTS, NANNIE, s.a.w. Dearborn, Mo.
A.B., Central College, 1914. A.M., Northwestern University, 1924.
- CASE, JOHN JAMES, w. Benzonia, Mich.
A.B., Park College, 1929. Michigan State College of Agriculture and Applied
Science.
- CASKEY, JAMES STILLMAN, a.w. Chicago, Ill.
B.S., University of Illinois, 1927. Presbyterian Theological Seminary, 1929-30.
- CHIN, TIMOTHY SHAN, sp.s.a.w. Hopei, China
A.B., Yen Ching University, 1923.
- CHING, HUNG WAI, s.a.w. Honolulu, T.H.
B.S., University of Hawaii, 1928.
- CLARK, JESSE ALBERT, sp.a.w. Westmoreland, N.Y.
B.S., Cornell College, 1929.
- CONNALLY, JOSEPH M., s. Rosebud, Tex.
A.B., Southern Methodist University, 1923. D.B., 1927.
- COOPER, MARY RUTH, a.w. Carthage, S.D.
B.S., University of Cincinnati, 1929. B.E., 1930. Ohio State University, 1925.
Greenville College, 1926.
- CORPE, JOHN FRANKLIN, s. Walworth, Wis.
A.B., Beloit College, 1925. Moody Bible Institute, 1914-16.
- COWLING, IRA ELLIS, sp. Gurnee, Ill.
A.B., DePauw, University 1927.
- CRAIG, ANDREW KEITH, w. Orange, N.J.
B.R.E., Boston University, 1930. Rutgers University, 1924-27.
- CRAYS, ORVILLE WALTER, s. Loogootee, Ind.
A.B., DePauw University, 1927. A.M., New York University, 1930.
- CROCKETT, BARNIE CLYDE, sp.a.w. Big Rock, Ill.
Ph.B., Piedmont College, 1925. Young Harris, 1921. Peabody, 1922-23.

- CURRY, GILBERT HOUSTON, s.a.w. Wheeler, Ind.
A.B., Evansville College, 1927.
- DALRYMPLE, HOMER ELLETT, a.w. Rio, Wis.
A.B., Yankton College, 1928.
- DALRYMPLE, MERRILL JOHN ALLEN, s. Salem, Iowa
A.B., Iowa Wesleyan, 1928.
- DAVIDSON, FLOYD QUENTIN, s. Haven, Kan.
A.B., Fairmount College, 1926.
- DENNISON, DORIS PEARL, sp.s. Elgin, Ill.
A.B., Olivet College, 1926.
- DEWEY, KIRK MARTIN, sp.s.w. Oak Lawn, Ill.
B.S., Iowa State University, 1920. Oberlin Graduate School of Theology.
- DRAKE, GEORGE BRYANT, s. Springfield, Mo.
A.B., Washburn College, 1917. A.M., University of Chicago, 1920. D.B., Chicago
Theological Seminary, 1921.
- DREW, GEORGE ELBERT, sp.a.w. Galesburg, Ill.
A.B., Knox College, 1929.
- DURST, WILLIAM AUSTIN, sp.s. Clinton, Ontario, Canada
A.B., North Central College, 1928.
- DUTE, HENRY JOHN, s. Amherst, Ohio
A.B., North Central College, 1928. D.B., Evangelical Theological Seminary, 1930.
- EGBERT, MILES C., a.w. Toulon, Ill.
B.S., Knox College, 1929.
- EMPEY, LOUELLA JEANETTE, sp.a.w. Sioux City, Iowa
A.B., Morningside College, 1926. Northwestern University, 1928.
- ENDERS, GEORGE CHRISTIAN, s. Defiance, Ohio
A.B., Oberlin College, 1904. D.B., Oberlin Graduate School of Theology, 1904.
- ENSS, GUSTAV HEINRICH, a.w. Goshen, Ind.
Hesston College. Kansas University. Th.M., S.W. Baptist Theological Seminary.
- FAIRBANKS, GEORGE WILLIAM, a.w. Dorchester, Mass.
Ph.B., University of Chicago, 1928. Union Theological College, 1923-26.
- FISHER, JAMES OREN, s. Gays Mills, Wis.
D.B., Chicago Theological Seminary, 1907.
- FOSTER, VIRGIL ELWOOD, w. Chicago, Ill.
A.B., Tabor College, 1923. D.B., Chicago Theological Seminary, 1926. A.M., Uni-
versity of Chicago, 1926.
- GARDNER, JOHN ASHWORTH, sp.s.a.w. Chicago, Ill.
Ph.B., University of Chicago, 1927. Carleton College, 1922-24.
- GIERSBACH, WALTER CHARLES, sp. Chicago, Ill.
A.B., Northland College, 1924.
- GRAY, ARTHUR DOUGLASS, sp.s. Chicago, Ill.
A.B., Talladega College, 1929.
- GREEN, MERODACH, s. Waseca, Minn.
A.B., Manitoba University, 1914. D.B., Wesley College, 1923. Bangor Normal
College, 1902-04.
- GROBEL, WILLIAM KENDRICK, sp.a.w. Missoula, Mont.
A.B., Yankton College, 1928. Yankton College Conservatory, 1929.
- GRESSLEY, MINOR MCKINLEY, sp.w. Frankfort, Ind.
A.B., Manchester College, 1929.
- GUTKNECHT, SELO ALFRED, sp.a.w. Avoca, Wis.
A.B., North Central College, 1929.
- HAAS, ALEX JACOB, a.w. Holton, Kan.
A.B., Baker University, 1925. Boston University 1926-30.
- HALL, FRED HOWARD, s.a.w. Twin Falls, Idaho
A.B., Park College, 1926.

- HALL, RICHARD, sp. Chicago, Ill.
Ph.B., University of Chicago, 1930. University of Ariz.
- HAMILTON, WILLIAM JOHN, sp. Chicago, Ill.
D.B., Chicago Theological Seminary, 1903.
- HANSEN, NIEL ESBURN, s. Galesburg, Ill.
B.S., Denison University, 1915. D.B., Union Theological Seminary, 1920.
- HARRIS, EMERSON WESLEY, sp.a.w. New Rockford, N.D.
A.B., Carleton College, 1928.
- HARRIS, PAUL MORGAN, w. Chicago, Ill.
Ph.B., University of Chicago, 1926. Y.M.C.A. College, 1923.
- HATCHER, HAROLD OVERTON, sp. Bloomington, Ind.
A.B., Indiana University, 1927.
- HEGHIN, MARY AVEDIS, sp.a.w. Peoria, Ill.
D.B., Marash Theological Seminary.
- HEININGER, ERMA MARTIN, a. Naperville, Ill.
A.B., North Central College, 1924.
- HELFRICH, REGINALD HUMPHREY, sp.s.a.w. Bath, Penn.
A.B., Ursinus College, 1928. Wesleyan University, 1924-27.
- HERMAN, ESTHER MARIE, a.w. Abilene, Kan.
B.S., Kansas State Agricultural College, 1930.
- HIRNING, JACOB LOUIS, sp. Redfield, S.D.
A.B., Drury College, 1916. A.M., 1917.
- HITHE, Eleanor, s. Atlanta, Ga.
A.B., Straight College, 1928.
- HORTON, MYLES FALLS, a.w. Murfreesboro, Tenn.
A.B., Cumberland University, 1928. Union Theological Seminary, 1929-30.
- HOWARD, EDWIN ROLLO, sp. Tabor, Iowa
A.B., Tabor College, 1926.
- HUBBELL, ELBERT DONALD, s. Fort Yates, N.D.
A.B., Jamestown College, 1930.
- HUNTER, LILLIAN MARIE, sp. Chicago, Ill.
A.B., Indiana University, 1927.
- HUNTINGTON, SETH ROWEN, sp. Berea, Ky.
A.B., Coe College, 1924. University of South Dakota.
- HUTCHINSON, CARL ROMIG, a. Wakefield, Kan.
A.B., Washburn College, 1920. Union Theological Seminary 1920-21. D.B., Chicago Theological Seminary, 1923.
- HYDE, PRESTON SHEPERD, s. Oberlin, Ohio
A.B., Mooreo Hill College, 1898. A.M., 1900.
- HYSLOP, FREDERICK WILLIAM, sp.a.w. Janesville, Wis.
A.B., University of Wisconsin, 1928.
- INGLIS, ROBERT WILLIAM, s. Grinnell, Iowa
A.B., Nebraska University, 1922. A.M., University of Chicago, 1924. D.B., Chicago Theological Seminary, 1925. University of Edinburgh, 1925-26.
- JANSEN, PETER J., sp.a.w. Wadena, Minn.
A.B., Carleton College, 1929.
- JENKS, WARD BURGESS, s.a. New Haven, Conn.
Ph.B., Brown University, 1929. Boston University, 1925-27.
- JOHNSON, MARCUS WILLIAM, sp.a.w. Minneapolis, Minn.
A.B., Beloit College. Augustana Theological Seminary.
- JOHNSTON, WILMER, a.w. Delaplane, Va.
A.B., Randolph-Macon, 1904. D.B., Vanderbilt, 1908.
- JONES, ELECTA ELLEN, sp. Worth, Ill.
A.B., Ohio Wesleyan University, 1924.

- JONES, GUY CHESTER, sp.w. Worth, Ill.
A.B., Ohio Wesleyan University, 1926. Garrett Biblical Institute, 1926-28.
- JONES, HENRY DAVID, s. Chicago, Ill.
A.B., Ripon College, 1923. McCormick Theological Seminary, 1926.
- JONES, MAURINE VIOLET, s. Dubuque, Iowa
A.B., Iowa State Teachers College, 1925.
- KANDELER, HANS, a.w. Berlin, Germany
University of Berlin, 1929. Cand. theol., Marburg University, 1924.
- KATO, KENJI, s.a.w. Manchuria, Japan
Bungakushi, Doshisha University, 1930.
- KING, JOSEPH FERGUSON, sp.s.a.w. Philadelphia, Pa.
A.B., Park College, 1929.
- KRAMER, LEONARD JOHN, s. Sandusky, Ohio
A.B., Elmhurst College, 1930.
- KREHBIEL, EDNA HELEN, sp. Moundridge, Kan.
A.B., Bethel College, 1924. Bethany College, Kansas University.
- KROEHLER, HENRY GEORGE, sp.s.a. Henderson, Minn.
A.B., Elmhurst College, 1927. University of Missouri, 1927-29.
- KUHNERT, HARRY CARL, s. Milwaukee, Wis.
A.B., Carroll College, 1914. Chicago Theological Seminary, 1914-15. D.B., Yale
School of Divinity, 1917.
- LAASE, IRMA NUQUIST, s. Osceola, Neb.
A.B., Doane College, 1927.
- LAMAR, ALEXANDER GILBERT, sp. Waukegan, Ill.
A.B., Drake University, 1920.
- LANGENES, JOHN DAVID, s. Forman, N.D.
A.B., Jamestown College, 1926. D.B., Chicago Theological Seminary, 1929.
- LAWRENCE, GLENFORD W., s. Chicago, Ill.
A.B., College of Emporia, 1911. McCormick Theological Seminary, 1912. Union
Theological Seminary, 1913-16. University of Chicago Divinity School, 1916-17.
- LENTERS, SAM THEODORE, sp.a.w. Chicago, Ill.
A.B., Park College, 1928. Art Institute of Chicago, 1920-23.
- LILEY, THEODORE GAILLARD, sp.s. Columbus, Ohio
A.B., Ohio State University, 1927.
- LOWREY, EDNA, sp. Crawfordsville, Ind.
A.B., Amity College, 1904.
- LYON, ELLSWORTH, s. Loda, Ill.
A.B., Berea College, 1927.
- LYON, WILLARD CROSBY, s. Gary, Ind.
B.S., University of Minnesota, 1895. D.B., Union Theological Seminary, 1898.
- MADSEN, THORVALD BERNER, s. Minneapolis, Minn.
A.B., Colby College, 1917. A.M., University of Minnesota, 1925.
- MALAIAPERUMAN, SWARTZ DAVID, sp.s.a.w. Madura, India
A.B., Madras Christian College, 1925. A.M., 1927.
- MALLIN, MYRA, a.w. Galesburg, Ill.
B.S., Knox College, 1929.
- MARSH, THOMAS HODGIN, a.w. Lawrence, Kan.
A.B., Friends University, 1926. College of Emporia, 1922.
- MARSHALL, MILLARD HARLEY, sp.a.w. Prentice, Wis.
A.B., Northland College, 1924.
- MARTIN, JAMES DANIEL, s. Lebanon, Ind.
A.B., Cumberland University, 1916. McCormick Theological Seminary, 1920.
- MARTIN, SARAH LOUISE, s. Bloomington, Ind.
A.B., Indiana University, 1927.

- MATTHEWS, HAROLD SHEPARD, sp. Hopei, Tsientsin, China
A.B., Grinnell College, 1916
- MAXWELL, HENRY FAVILLE, sp.a.w. Natal, South Africa
A.B., Carleton College, 1929.
- MAYNE, JOSEPH QUENTIN, sp.s.a.w. Waterville, Ohio
A.B., Otterbein College, 1925.
- McSLOY, DEAN FRANKLIN, s. Evanston, Ill.
A.B., Yankton College, 1924.
- MECKEL, SILAS ARCHIE, s. Minneapolis, Minn.
A.B., Macalester College, 1925.
- MILLER, MARSHALL EDWARD, sp. Newburgh, Ind.
A.B., Evansville College, 1929.
- MILLER, MARY HARSH, sp.s. Delaware, Ohio
A.B., Ohio Wesleyan University, 1928
- MIXON, JOHN LEWIS, sp. Mescalero, N.M.
Ph.B., University of Chicago, 1930. College of Emporia, 1925. Baker University,
1928.
- MIXON, ROSALIE WARD, sp. Mescalero, N.M.
A.B., Park College, 1929.
- MIZOGUCHI, YASUO, sp.s.a.w. Miyazakiken, Japan
D.B., Doshisha University, 1929
- MORGAN, CARESSA OPAL, a.w. Evanston, Ill.
A.B., Penn College, 1925. National Y.W.C.A. College.
- MORIKAWA, MASAO, sp.a.w. Gummaken, Japan
D.B., Doshisha University, 1912.
- MORROW, FRED RICHARD, s. Corvallis, Ore.
A.B., University of California, 1922. M.A., Pacific School of Religion, 1925. D.B.,
1926.
- MUNGER, ALZINA CLIFFORD, sp. Northfield, Minn.
A.B., Carleton College, 1913. University of Chicago.
- NELSON, CHRISTIAN GRAVENSEN, s. Oronoque, Kan.
A.B., Kansas Christian College, 1909. A.M., 1910. Kansas State Agricultural Col-
lege. Nebraska University, 1921-22.
- NELSON, RAYMOND EDWARD, sp. Willmar, Minn.
A.B., Carleton College, 1925. M.A., University of Chicago, 1929.
- NICHOLOFF, NICHOLA SUBOFF, a.w. Sofia, Bulgaria
A.B., Oberlin College, 1929. A.M., 1929. Lane Seminary.
- NICHOLSON, HARRY, sp.s.w. Williams Bay, Wis.
B.R.E., Boston University, 1925. Denison University.
- NISHIHARA, ISAMU, s. Fukaoka, Japan
D.B., Doshisha University, 1924. Oberlin Graduate School of Theology, 1929-30.
- OLIVER, SAMUEL NOBLE, s. Muskegon, Mich.
A.B., Olivet College, 1918.
- OSTRANDER, EVAH IRENE, a.w. South Bend, Ind.
A.B., Michigan State Normal College, 1928.
- OTTO, VIOLET LUCILLE, sp.s.a.w. Aurora, Neb.
A.B., Nebraska Wesleyan University, 1923. A.M., Boston University, 1923.
- PALMER, MARGARET WEDD, a.w. Chicago, Ill.
A.B., Oberlin College, 1930.
- PARKER, CHARLES FRANKLIN, sp.a.w. Stanberry, Mo.
A.B., University of Missouri, 1929.
- PATY, RAYMOND ROSS, s. Emory University, Ga.
A.B., Emory University, 1921. A.M., Columbia University, 1927.
- PEYTON, FRANK, s. Hastings, Neb.
A.B., Kingfisher College, 1907. Andover Theological Seminary, 1907-08.

- PRATT, STUART STEPHEN, s. Cicero, Ill.
A.B., Alma College, 1923. D.B., The Presbyterian Theological Seminary, 1926.
- RAMSEY, FRANK CLARK, s. Aliquippa, Pa.
A.B., Grove City College, 1915. Pittsburg Seminary.
- RASCHE, ROBERT LAFOLLETTE, sp. Milwaukee, Wis.
A.B., University of Wisconsin, 1928.
- RAYMOND, FREDERICK WINGATE, s. Oak Park, Ill.
A.B., Amherst College, 1899. D.B., Yale University, 1902.
- REGIER, HANS EMIL, sp. Whitewater, Kan.
A.B., Bethel College, 1929. University of Kansas.
- RICE, VERNON WALDO, sp.s.a.w. Flagler, Colo.
A.B., Yankton College, 1928.
- RICHARDS, WALDO SUMNER, sp. Milford, Iowa
B.S., Boston University, 1927. Syracuse University, 1927.
- RICHERT, MINNIE, sp.a.w. Burrton, Kan.
A.B., Bethel College, 1926.
- RINGE, FREDRIC WILLIAM, a.w. Milwaukee, Wis.
A.B., University of Wisconsin, 1928.
- SAMUEL, VAIRANAPILLAI MARUTHAMUTHU, sp.s.a.w. South India
A.B., The American College, Madura, 1929. Serampore College.
- SANFORD, RAYMOND PRIOR, sp.s.a.w. Chicago, Ill.
B.S., Cornell University, 1916. Union Theological Seminary.
- SARGENT, CARMETA ELIZABETH, sp.a.w. Shrewsbury, Mass.
B.S., Massachusetts Agricultural College, 1929.
- SAY, DAVID LESTER, s. East McKeesport, Pa.
A.B., Grove City College, 1914. M.S.T., Western Theological Seminary, 1921.
- SCHUBE, DURBIN CLYDE, sp. El Paso, Tex.
A.B., Pomona College, 1927.
- SCHLARAETZKI, WALTER, s. East St. Louis, Ill.
A.B., Concordia College. Concordia Seminary.
- SCHLUETER, FRANKLIN E., s. Two Rivers, Wis.
A.B., North Central College, 1915. D.B., Evangelical Theological Seminary, 1917.
- SCHMIDT, EDWARD DWIGHT, sp. Chicago, Ill.
A.B., Bethel College, 1919. Whitmarsum Seminary, 1919-20. University of Oklahoma.
- SCHRAMM, ROY JULIUS, s. New Haven, Conn.
A.B., North Central College, 1918. A.M., Northwestern University, 1925. D.B., Evangelical Theological Seminary, 1925.
- SCHULZ, ORMY ALBERTUS, sp.a.w. Dayton, Ohio
A.B., Heidelberg University, 1928.
- SCOTT, VERA, s. Birmingham, Ala.
A.B., Howard College, 1927.
- SEECK, MARGARET, s.a. Creighton, Neb.
A.B., University of Nebraska, 1916. M.A., Boston University, 1923.
- SHARNBORG, ORVILLE EDWARD, a.w. Bellevue, Iowa
A.B., Grinnell College, 1930.
- SHAW, CLAUD LEE, a.w. Chicago, Ill.
A.B., Dallas College, 1911. Whitworth College. State College of Washington. M.A., University of Chicago, 1930.
- SIDES, JOSEPH CALVIN, a.w. Columbia, Mo.
B.S., Missouri University, 1930.
- SILLARS, JAMES RODGER, s. Wassillon, Ohio
A.B., Lake Forest College, 1913. Presbyterian Theological Seminary.
- SITES, FRED, sp. Hays, Kan.
B.S., Kansas State Teachers College, 1926.

SIVERTS, VICTOR, sp.a.w. Dodge, N.D.
A.B., Park College, 1929.

SMITH, WALTER ALBERT, s. Hankinson, N.D.
A.B., Ripon College, 1925.

SNEESBY, ARTHUR W., s. New London, Wis.
A.B., University of Denver, 1920. D.B., Iliff School of Theology.

STADLER, JASPER CLAYTON, sp. East Troy, Wis.
A.B., Indiana Central College, 1926.

STEINER, RICHARD MORROW, sp. Grinnell, Iowa
A.B., Grinnell College, 1924. A.M., University of Michigan, 1927.

STEMME, ROBERT, s. Hamilton, Ohio
A.B., Huron College, 1919. A.M., New York University, 1924.

STOERKER, THEODOR FREDERICK, sp.a.w. Pittsburgh, Pa.
Ph.B., University of Chicago, 1930. B.R.E., Lane Seminary, 1929.

STOWE, CLAYTON HAROLD, w. W. DePere, Wis.
A.B., Lawrence College, 1930.

STOWELL, GERALD PAUL, s. LaCrosse, Wis.
A.B., Oberlin College, 1922. Oberlin Graduate School of Theology, 1926.

TENHOPEN, LAWRENCE EDWARD, sp. Grand Rapids, Mich.
Ph.B., University of Chicago, 1927. Grand Rapids Junior College.

THOMAS, GEORGE M., JR., a.w. Williston, N.D.
University of Chicago. University of North Dakota.

TIMMERMANN, JOSEPHINE LOUISE, sp. Palatine, Ill.
B.S., University of Illinois, 1928.

TRICKEY, REUBEN ROBERT, s. Watertown, S.D.
A.B., Ellsworth College, 1917. D.B., Chicago Theological Seminary, 1929.

TRUMBO, EUNICE, s. LaCrosse, Wis.
Ph.B., Wooster College, 1900.

UPTON, WALTER HORACE, sp.s.a.w. Genoa City, Wis.
A.B., Morningside College, 1928. Yankton College.

USHER, HARRY CEDRIC, s. Boston, Mass.
B.S., Melbourne College, Australia, 1923. A.M., Boston University, 1930.

VANCE, GEORGE CLIFFORD, sp.s. Smith Center, Kan.
A.B., Indiana Central College, 1927.

VANLUVEN, PHILIP EDWARD, sp.s. Ravenna, Neb.
A.B., University of Omaha, 1928.

VAUGHT, ARNOLD BARNES, sp. Chicago, Ill.
A.B., Earlham College, 1926. Franklin College.

VEIT, RALPH, sp. Beirut, Syria
A.B., Knox College, 1927.

WAGNER, JACOB RICHARD, a.w. Fort Morgan, Colo.
A.B., Colorado University, 1930. Oberlin College, 1926-27.

WAGNER, OSCAR WALTER, sp. Gary, Ind.
A.B., Elmhurst College, 1928. Eden Theological Seminary.

WARD, JOSEPH, s.a.w. Chicago, Ill.
A.B., Yankton College, 1930.

WARKENTIN, JACOB M., sp.a.w. Mt. Lake, Minn.
A.B., Bluffton College, 1928.

WARNER, HOWARD ELMORE, a.w. Pierceton, Ind.
A.B., Defiance College, 1924.

WATERS, WAYNE LEE, s. Jacksonville, Ill.
A.B., Olivet College, 1908. S.T.B., Harvard Divinity School, 1912.

WEAGE, AVERY DUDLEY, sp.s.a.w. Chicago, Ill.
B.Ed., University of Washington, B.L.S., 1922.

- WEAGE, ELLA DUNGAN, s.a.w. Chicago, Ill.
 A.B., Penn College, 1917. A.M., Haverford College, 1922.
- WEE, HAYJIN, a.w. San Francisco, Calif.
 Union Christian College, 1921. Graduate Pacific School of Religion, 1928.
- WIGFIELD, GEORGE DEWEY, sp.a.w. Everett, Pa.
 A.B., Defiance College, 1928.
- WILCOX, CLYDE H., sp.s. Olivet, Mich.
 A.B., Olivet College, 1927. Central State Teachers College, 1918.
- WILLIAMS, LELAND LEMLEY, s. Dawson, N.D.
 A.B., Defiance College, 1928.
- WILSON, LOUIS LEROY, sp.s.a. Holyoke, Colo.
 A.B., Cornell College, 1929.

UNCLASSIFIED STUDENTS

- BREMICKER, EMOGENE KNUDSEN, w. Chicago, Ill.
 University of Wisconsin, 1924-26. Crane Junior College, 1926-27. Presbyterian Training School, 1928-29.
- CASSILL, LULA B., s.a.w. Spokane, Wash.
 Drake University, 1906.
- FLEER, LYDIA ALWYNNE, w. Chicago, Ill.
 University of Chicago, 1920, 1929, 1930. Barnard College, 1926.
- HALL, ELIZABETH BUCHANAN, a.w. Twin Falls, Idaho
 Albion State Normal College.
- HARRIS, RUTH ELEANOR, sp. Oxford, Ohio
- SMETANKA, JAN, sp.s. Praha, Czechoslovakia
 C.Th., Praha, 1929.
- STROH, ANNA ETHEL, w. Chicago, Ill.
 Congregational Training School.
- THADDAEUS, JUSTIN SAMUEL, w. Malabar, India
 Malabar Christian College, 1909-11. United Theological College, 1914-15.
- WESTBERG, EULALIA CHARLOTTE MARIE, w. Chicago, Ill.
 American Conservatory, 1926-28. Augustana College, 1925-26.

SUMMER QUARTER

Unclassified Students in Residence in Summer Quarter Only

- ALLARD, ALFRED LESLIE, s. Fremont, Mich.
 Union Theological College.
- BEST, JOHN, s. Menasha, Wis.
 Presbyterian Theological Seminary. Chicago Theological Seminary. Mt. Hermon School.
- BOATMAN, WILLIAM JASPER, s. Murphysboro, Ill.
 Weidner Institute, 1915. Chicago Lutheran Theological Seminary, 1918.
- CANNON, MARGARET MARY, s. Lakeview, Mich.
 Kalamazoo Baptist College, 1922-23. Kalamazoo Teachers College, 1924.
- CULLEN, JAMES ROBERT, s. Lake Linden, Mich.
 Union Theological College.
- FISHER, MARIE MEYER, s. Gays Mills, Wis.
- HOSKING, WILLIAM THOMAS, s. Neponset, Ill.
- IMAI, YONE, s. Miekien, Japan
 Tokyo Higher Normal School, 1921.
- IRWIN, MAUDE CURRY, s. Milwaukee, Wis.
- KITCHING, ANNIE, s. Fenton, Mich.
 Municipal College, England. Teacher's Training College, England. Cuzack's College, England. Baker's Conservatory.

KITCHING, JOHN WILLIAM, s. Fenton, Mich.
 MILES, ARTHUR WILLIAM, s. New Sharon, Iowa
 Harley College, 1887, England.
 NAPIER, WILLIAM PRESTON, s. Plainview, Neb.
 Oberlin Theological Seminary.
 SMITH, LORNA WASHBURN, s. Washington, D.C.
 Gordon College Theology. Syracuse University.
 SUVER, ORIS, s. Hutchinson, Minn.
 VIDOLOFF, ZAPRIAN DIMITROFF, s. Chicago, Ill.
 B.Th., Union Theological College, 1930. University of Sofia, Bulgaria.
 WILKINS, WARD EDWARD, s. Dousman, Wis.
 T.H.B., Union Theological College, 1924.
 WRIGHT, SILAS EATON, s. Cedar Rapids, Iowa
 Highland Park College.

Summaries

Fellows.....	8
Graduates of colleges.....	200
Unclassified.....	9
Summer Quarter, unclassified.....	18
Total Seminary students.....	235
University students taking courses with Seminary instructors.....	166

SOURCES OF STUDENTS*

Denominations Represented among Student Body		Colleges and Seminaries Represented among Student Body	
Congregational.....	121	Congregational.....	44
Methodist.....	33	Methodist.....	44
Presbyterian.....	29	Presbyterian.....	32
Evangelical.....	15	Evangelical.....	14
Christian.....	7	Baptist.....	8
Mennonite.....	5	Mennonite.....	6
Disciples.....	4	Christian.....	5
United Brethren.....	4	Friends.....	5
Friends.....	3	Disciples.....	2
Church of England.....	2	Reformed.....	2
Lutheran.....	2	United Brethren.....	2
Protestant Episcopal.....	1	Lutheran.....	1
Reformed.....	1	Norwegian Lutheran.....	1
Unitarian.....	1	State colleges and universities.....	52
United Church of Canada.....	1	Non-sectarian.....	112
United Church of S. India.....	1		
Greek Protestant.....	1		
Evangelical Church of Czechoslovakia.....	1		

SUMMARY OF ATTENDANCE FOR THE YEAR 1930-31

	SPRING 1930			SUMMER 1930			AUTUMN 1930			WINTER 1931			TOTAL (DIFFERENT) STUDENTS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Fellows.....	5	...	5	4	...	4	6	...	6	6	...	6	8	...	8
Graduate.....	74	17	91	86	15	101	68	19	87	70	17	87	163	37	200
Unclassified.....	2	1	3	1	...	1	...	2	2	1	6	7	2	7	9
Summer Quarter, unclassified.....	...	...	...	11	6	17	...	...	...	...	...	...	12	6	18
Total Seminary.....	81	18	99	102	21	123	74	21	95	77	23	100	185	50	235
University students taking Seminary courses.....	9	7	16	85	25	110	29	4	33	18	11	29	131	35	166

* Many students have attended two or more colleges. This accounts for the difference in the summaries.

Awards Spring Quarter, 1930

The Degree of Bachelor of Divinity was Awarded to

CHARLES TREDICK BREWSTER.....	Elkader, Iowa
IRA ELLIS COWLING.....	Gurnee, Illinois
AKINTUNDE BROWNE DIPEOLU.....	British West Africa
CHESTER BALLOU FISK.....	Cleveland, Ohio
LAWRENCE ADDISON GEDCKE.....	Stillman Valley, Illinois
WALTER CHARLES GIERSBACH.....	Chicago, Illinois
HAROLD OVERTON HATCHER.....	Bloomington, Indiana
JACOB LOUIS HIRNING.....	Redfield, South Dakota
EDWIN ROLLO HOWARD.....	Carrington, North Dakota
SETH ROWEN HUNTINGTON.....	Berea, Kentucky
JAMES ALAN JENKINS.....	Chicago, Illinois
GUY CHESTER JONES.....	Worth, Illinois
KENSUKE KAWACHI.....	Kona, Hawaii
ALEXANDER GILBERT LAMAR.....	Waukegan, Illinois
HAROLD SHEPARD MATTHEWS.....	Tsientsin, China
HERBERT GORDON MAY.....	Chicago, Illinois
JOHN CHAPMAN MAYNE.....	Spring Valley, Illinois
RAYMOND EDWARD NELSON.....	Willmar, Minnesota
EARL EMERSON PLETCH.....	Winnipeg, Canada
WALDO SUMNER RICHARDS.....	Milford, Iowa
RUDOLPH W. ROTH.....	Charlotte, Michigan
DURBIN CLYDE SCHEIBE.....	El Paso, Texas
DEMETRIOS STYLIANOU.....	Larnaca, Cyprus
WILLIAM ALEXANDER TATE.....	Argo, Illinois
LAWRENCE EDWARD TENHOPEN.....	Three Oaks, Michigan
EUNICE TRUMBO.....	LaCrosse, Wisconsin
GEORGE CLIFFORD VANCE.....	Smith Center, Kansas
RALPH VEIT.....	Beirut, Syria
OSCAR WALTER WAGNER.....	Gary, Indiana
EZRA PORTER YOUNG.....	Adana, Turkey

The Degree of Bachelor of Religious Education
Was Awarded to

RUTH ELEANOR HARRIS.....	Oxford, Ohio
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The Prize Offered by a Member of the Board of Directors for
Improvement in Public Speaking was Awarded to

WILLIAM KENDRICK GROBEL.....	Missoula, Montana
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The Lucretia Ambrose Walker Prize was Awarded to
EMERSON WESLEY HARRIS.....New Rockford, North Dakota

A Special Scholarship was Awarded to
HAROLD OVERTON HATCHER.....Bloomington, Indiana

Special Prize Scholarships were Awarded to
WILLIAM KENDRICK GROBEL.....Missoula, Montana
FREDERICK WILLIAM HYSLOP.....Janesville, Wisconsin
JOSEPH FERGUSON KING.....Philadelphia, Pennsylvania
VIOLET LUCILLE OTTO.....Aurora, Nebraska

During the Year the Degree of Master of Arts Has Been Awarded
by the University to the Following Seminary Students
DORIS PEARL DENNISON.....Elgin, Illinois
IRMA NUQUIST LAASE.....Hastings, Nebraska
CHESTER BALLOU FISK.....Cleveland, Ohio
JOHN CHAPMAN MAYNE.....Spring Valley, Illinois
EARL EMERSON PLETCH.....Winnipeg, Canada

The University of Chicago conferred the degree of Doctor of
Philosophy upon
RAYMOND KAKUICHI OSHIMO (C. T. S. 1927).....Tokyo-Chigai, Japan

Suggested Forms for Gifts

LEGAL NAME

The legal name of the Institution is "The Board of Directors of The Chicago Theological Seminary." Great care should be exercised in the use of the full name.

FORM FOR BEQUEST

I give and bequeath unto The Board of Directors of The Chicago Theological Seminary, an Illinois corporation, the sum of _____ dollars, to be expended for the appropriate objects of said corporation.

FORM FOR RESIDUARY CLAUSE

All the rest, residue and remainder of my real and personal estate I devise and bequeath unto The Board of Directors of The Chicago Theological Seminary, an Illinois corporation.

WILLS AND CODICILS

A will or codicil should be drawn with care, the assistance of a lawyer being desirable. Most states require only two witnesses, but it is better and safer to have three witnesses. The testator must sign in the presence of his witnesses and in their presence declare the instrument his last will and testament. The witnesses then sign in the testator's presence and in the presence of each other. A codicil should be witnessed by three witnesses in the testator's presence, in the same manner.

Persons desiring to include the Seminary in their wills may secure expert counsel and legal forms, without charge, upon application.

MEMORIAL ENDOWMENT

This form will be drawn up according to agreement between the donor and the Seminary, specifying purposes and safeguarding the use of the fund.

ANNUITIES

A special pamphlet containing rates and full information concerning the Annuity plan will be mailed upon request.

TO WHOM TO WRITE

Further information will be promptly and cheerfully furnished. Inquiries may be addressed to the Business Department, The Chicago Theological Seminary, 5757 University Avenue, Chicago, Illinois.

